

ATHLETIC JOURNAL

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XXXVIII No. 1

September, 1957

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THE
HALFBACK
REVERSE



THE
DIVE
PLAY

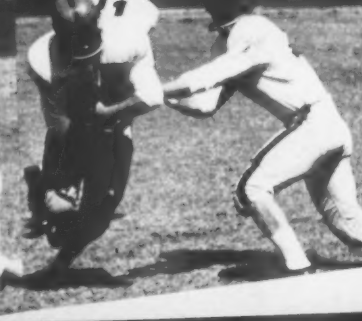
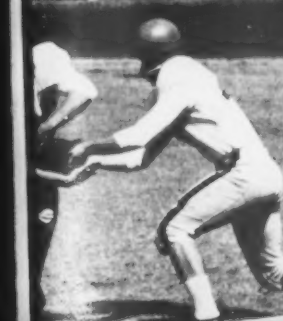


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FRONT COVER ILLUSTRATION

The first issue of volume thirty-eight sets a record among coaching publications in that a total of seven articles are illustrated with 169 sequence photos. The cover represents a portion of these two record-breaking efforts.

A Look At This Issue and a Glance Ahead

AS IS our custom, from time to time we sample our subscribers for suggestions on ways of improving the Journal. In this issue will be found our answer to two suggestions which were received; namely, more pictures and closer proximity of illustrations and reading matter. Solving these two problems produced a book in which only two articles were continued from the front to the back. In laying out the book, we kept in mind the many requests that picture sequences should not back up to each

other. We were not always successful in this regard, but we tried. Any comments which you might have regarding the issue in general or the layout in particular will be appreciated. Next month we are turning our attention to basketball. The lead article will be on rebounding. This article is by Jerry Bush and is illustrated. We are happy to announce that we will again carry five "For Your Bulletin Board" features during the school year and the first of the current series will appear in the October issue.

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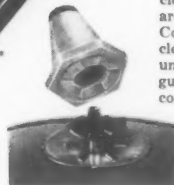


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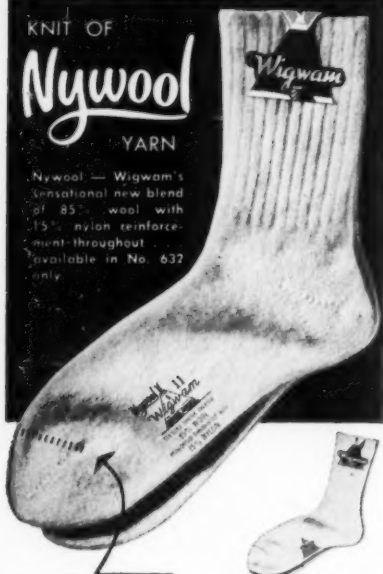
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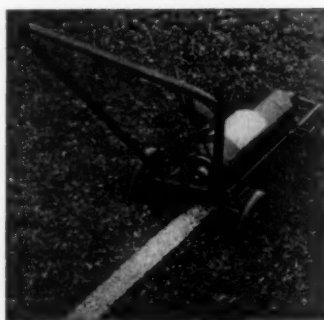
WELCOME back — we hope you had a pleasant summer. A few coaching changes took place during the late spring and early summer. Jay McCreary leaves Central High School in Muncie to become basketball coach at LSU. Jay spent two days in our office doing research for his book, *Winning High School Basketball*, and we can state LSU made a wise choice . . . Dick Heatly has resigned from Jim Myers' newly-formed staff at Iowa State to become backfield coach for Jim Owens at Washington. Heatly and Owens were teammates at Oklahoma . . . Vernon Hillyard, a twenty-five year veteran in Texas coaching ranks, has returned to the coaching field after a six-year diversion into the field of business. He will handle the track team at Hardin-Simmons. Hillyard previously coached at Lockhart, Kerrville, Plainview, and Abilene High Schools, and was athletic director at McMurry College . . . Tad Wieman, director of athletics at the University of Denver, will assume the additional duties of director of physical education. This is the second time he has seen these two departments drawn together in one coordinated program. The first time was shortly after the war when he was athletic director at Maine . . . Navy will start work on a memorial stadium, and one of the means of

financing it will be a section of chairs. Contributors of \$100 will have their names inscribed on a chair. Not a bad method to follow for others who are considering a new stadium . . . Oklahoma is one of the few states which permit colleges to conduct high school basketball tournaments. As a result, there were 22 college-sponsored tournaments in that state last year. Altogether there were 170 approved basketball tournaments held in Oklahoma during the past season.

SOME more changes — James Long leaves Wake Forest to take over the combined duties of athletic director and director of physical education and health at Toledo . . . Murray Greason, Wake Forest basketball coach for the past twenty-two years, was made assistant athletic director, and his assistant, "Bones" McKinney, was elevated to the head basketball spot . . . Pomona College and Claremont Men's College, which for the past decade have fielded joint athletic teams, will each have separate teams beginning in the fall of 1958 . . . The Southwest Conference is probably the most evenly balanced major football conference in the country. A glance at the results of the conference games for the past five years indicates a surprisingly small

(Continued on page 86)

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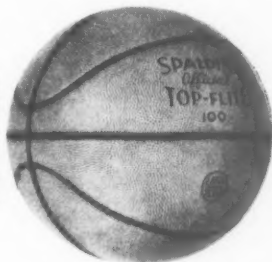
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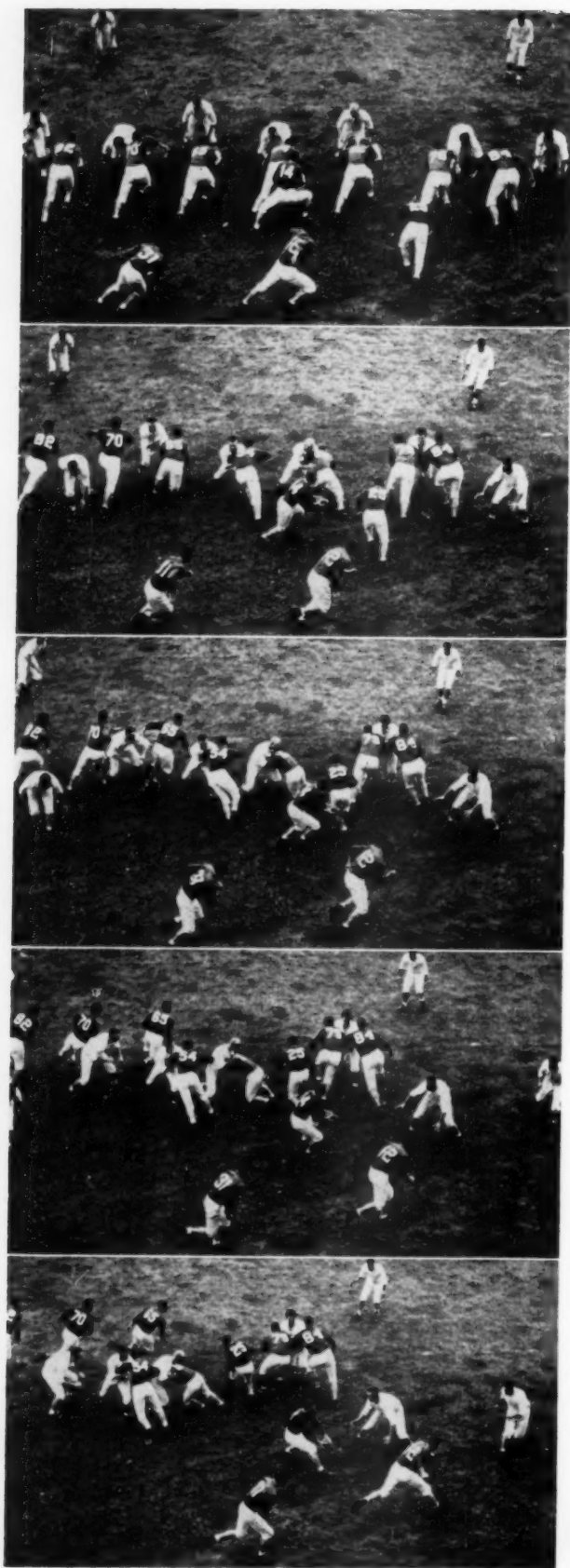


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The Option Play

By **ANDY PILNEY**
Football Coach, Tulane University

AT Tulane we use a T attack which consists of the split T series and the added versatility of the regular T.

In this article, we will show and explain the instructional techniques used in the execution of the option play. The flexibility of being able to go off-tackle or around end with one single play makes the option, in our estimation, the toughest play in football to defense.

Stances

Our quarterback is instructed to use a two-point stance. His feet are parallel and perpendicular to the line of scrimmage. He places his feet the width of his shoulders apart. His knees are bent slightly and his weight is on the balls of his feet. He crowds the center as much as possible, and with a forward and upward motion places pressure upon the center.

The halfbacks use a four-point stance. They keep their inside foot back in order to have the toe of that foot correspond to the ankle of the outside foot, at a width of 12 to 18 inches. Their hands are parallel to the line of scrimmage directly under their shoulders. They bend their arms slightly at the elbows and hold their heads up so that their backs are parallel to the ground. When he is going to the outside, a halfback uses an open step. When he is going to the inside, he must use a cross-over step by pushing off with his hands and arms to gain momentum.

Our fullback uses a two-point stance. His feet are parallel and perpendicular to the line of scrimmage, the distance apart being the width of his shoulders. His knees are bent in order to place weight on the balls of his feet. He places his hands on top of his knees and uses pressure with his thumb on the inside to gain momentum in pushing off. His head is erect. When he is going parallel, he



Series A

uses an open step. When he is going forward, his weight is shifted from the lead step to the second step in pushing off.

Execution

Upon receiving the snap, the quarterback takes a short jab step with his on-side foot up and into the line, looking up at the defensive end (Series A — Illustration 1). On his second step, he crosses over with his off-side foot, holding the ball steady at belt level (Series A — Illustration 2). Then he takes short control steps (Series A — Illustrations 3 and 4) in order to exercise the option according to the play of the defensive end.

If the end attacks the quarterback, he makes a soft dead ball pitch immediately to a spot four yards deep and at a 40° angle to the off-side halfback.

If the end drifts, the quarterback comes out under control to normal defensive position, plants with the foot nearest the line, steps and fakes a pitch in the direction of the off-side halfback. Then he pushes off his back foot and cuts into the hole between the double-team block by the on-side end and tackle and the area which has been vacated by the defensive end.

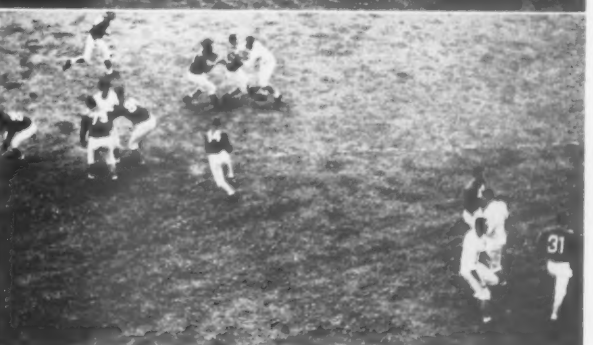
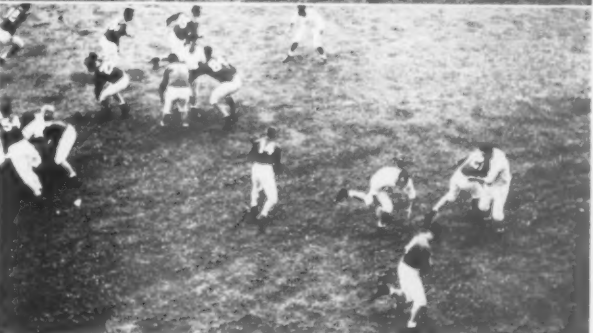
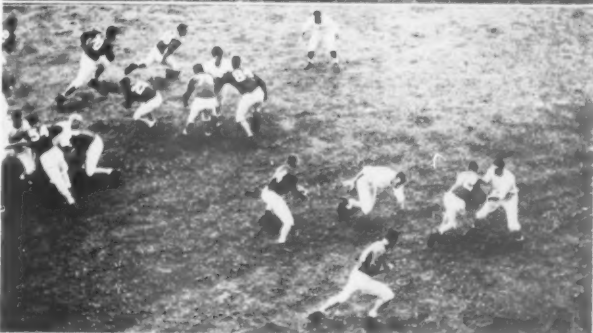
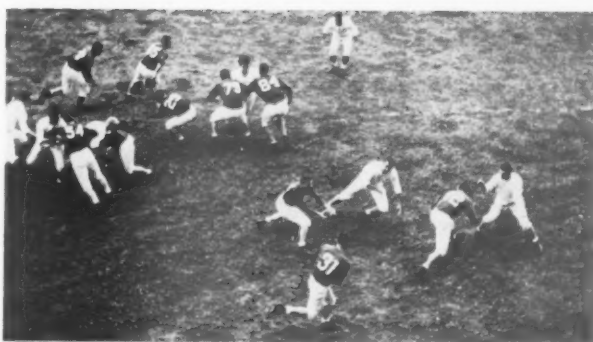
If the end is waiting, the quarterback must force him to commit himself by coming as close to the end as possible. Then the quarterback plants and starts out with a pitch by stepping to the direction of the off-side halfback while watching the end's reaction (Series A — Illustration 5). If the end attacks, the quarterback pitches. If the end plays the halfback, the quarterback keeps (Series A — Illustrations 6, 7, and 8 and Series B).

The quarterback's short control steps are by far the most important part of his execution. If he is to exercise an option, keep or pitch, he must be in complete control of all of his physical actions in case a defensive player attacks quickly or unexpectedly. When the end attacks aggressively, the quarterback must be able to make the pitch immediately. It is impossible for him to pitch if he is in the process of moving at too rapid a pace, or if his stride is too long. However, if he is under control, it is physically possible for him to pitch.

The on-side halfback drives to the inside leg of the tackle by pushing off his front foot, making his first step with his inside foot (Series A — Illustration 1), and his second step with his outside foot, veering off the tackle's block. If the tackle's block is a double-team block, he veers inside of the block (Series A — Illustrations 3 and 4). If the tackle blocks in, the on-side halfback veers outside of the block. At this point, he turns to the off-side and seals (blocks any opponent to his inside), as shown in Series A — Illustrations 5 through 10.

It is very important for the on-side halfback to hit into the hole with full speed in order to attract the reaction of the defensive linemen in the area, and to clear the quarterback's line of vision on the defensive end.

Our fullback uses an open step (on-side foot to the on-side), locating the first man outside of the end at the same time (Series A — Illustration 1). Then he crosses over with his off-side foot and continues at a rapid pace to a spot approximately two yards outside the offensive end. The fullback should block the defensive man in. The position of the defensive man will determine the fullback's block. If the defensive player has penetrated the line of scrimmage to place him perpendicular (Series A — Illustration 5), the fullback blocks him out (Series A — Illustrations 6 and 7). If he has not penetrated too deep, the fullback blocks him in. It is desirable to block the defensive man in.



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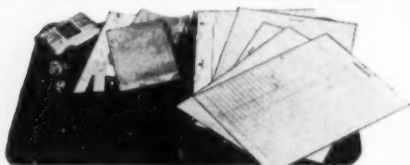
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The off-side halfback uses a cross-over step (off-side foot to the on-side), continuing parallel to the line, looking at the quarterback immediately (Series A — Illustration 2), tim-

ANDY PILNEY will be remembered as the hero of the Notre Dame team that scored three last-quarter touchdowns against Ohio State in 1935. He played professional baseball in the Boston National League farm clubs while coaching at Weber and St. Mel High Schools in Chicago. Pilney assisted for two years at Washington University in St. Louis before going into the navy. After the war he served for eight years as back-field coach for the Green Bay Packers. In 1954 he was appointed head coach at Tulane.

ing it in order to be at a spot about four yards from the quarterback and at a 40° angle. As the pitch is made, the off-side halfback must look the ball into his hands as he receives it, and be mentally prepared to cut up field when the fullback blocks the defensive man out. If the fullback blocks him in, the off-side halfback continues around the block and then cuts up field. If the quarterback fakes a pitch, he must simulate receiving the ball and continue carrying out the assignment as if the pitch were made (Series A — Illustrations 5, 6, and 7). He should get around the fullback's block as fast as possible and always maintain receiving position relative to the quarterback.

It is important for the off-side halfback to time his speed so he will be at the spot of the pitch or fake of the quarterback. He should always be prepared to receive the pitch as soon as he makes his first step.

Line Assignments

Since the inside 5-4 defense, com-
(Concluded on page 83)





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The Dive Play

By **FRANK REAGAN**

Director of Athletics, Villanova University

THE famous Chicago Bears teams of 1939 and 1940 used the dive play extensively, even after the inception of the T formation. Usually, they executed the dive by employing a halfback in motion. It is true that having a halfback in motion removed some of the effectiveness of the dive play; nevertheless, the quick hand-off play to the halfback, and the give to the fullback off-tackle play were used as major threats in what certainly must be recognized as one of the most awesome offenses ever developed.

Since the war most coaches have come to accept the dive, pop, hand-off or quickie as a strictly split T play. The split T teams probably use it to the best advantage; however, in our opinion, we all use it, whether our teams run from the conventional T, split T or wing T.

Because of the complexities and personalities involved in football and in the coaching of the game, it is natural that there should be various opinions regarding the correct procedure to be used in a particular play. We believe the split T exponents attempt to run the dive play all along the line of scrimmage with the idea of being able to hit three or four different holes. They endeavor to get to whichever hole they intend to hit as quickly and as straight as possible, using shield blocking, brush blocking, etc.

We use the dive play but hit only two holes, either inside our offensive tackle or outside our offensive tackle. This maneuver is never determined until the team is on the line of scrimmage. At that time, the tackle sizes up the situation in his own mind and determines which way is best for him to block the defensive tackle. Naturally, he must make up his mind quickly. At the command of the quarterback to set down, the tackle will indicate to



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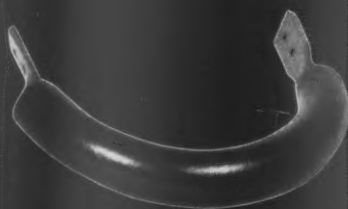
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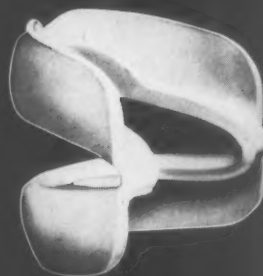
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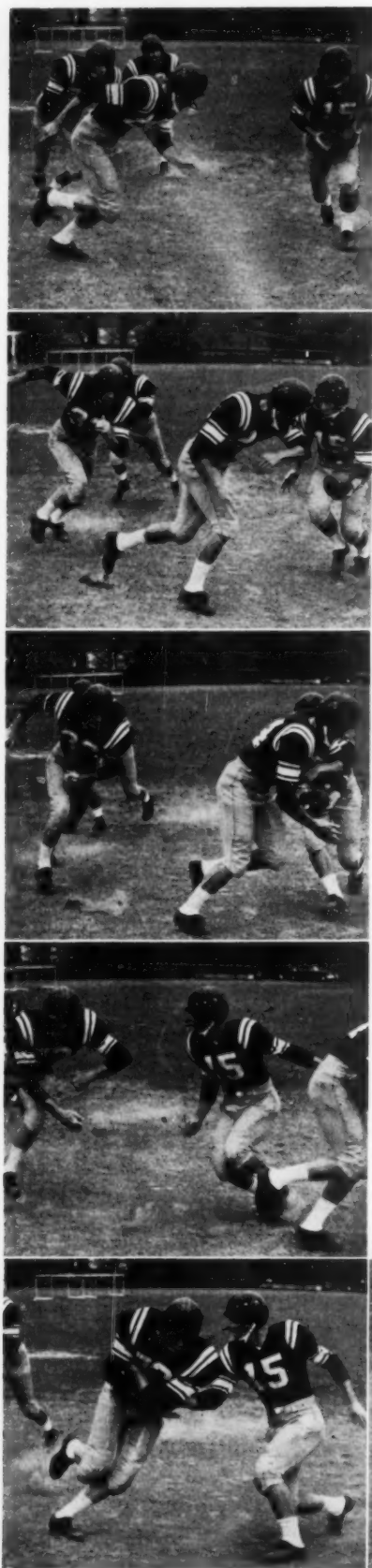
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the halfback (who will be running the ball) the direction he is going to block the tackle. This signal is given by wiggling his foot on the side he wants the ball-carrier to run. Let us explain more clearly. If our offensive right tackle believes that he can block the defensive tackle in, he will immediately wiggle his right foot, whereupon the halfback will run slightly to the outside of our tackle. If the offensive right tackle feels that he can block the defensive tackle out, he wiggles his left foot, whereupon our halfback will run slightly to the inside of our tackle.

This maneuver worked successfully for us last season. As a matter of fact, it was installed last year and we are very happy with the results. It has corrected one fault which our players had — that of hitting the wrong hole or not taking advantage of blockers. In our opinion, if we do not gain on this play it is because of the failure of our tackle to handle the defensive tackle. At least we have stopped our backs from hitting the wrong hole, which we feel is a big step in the right direction.

It might seem that this foot action would be a definite tip-off, and a smart player or coach could pick it up and change his defense accordingly. However, before going any further, we would like to state that this foot wiggling as a tip is offset because it is used on all of our plays. Foot wiggling applies on all plays, even though it means nothing to anyone on the team except when we are running our dive play, at which time no one is aware of it except the team.

Condensing what we have said—if the tackle wiggles his outside foot, we are going outside; if he wiggles his inside foot, we are going inside. In either instance, our halfback will start straight up to the line of scrimmage. Upon receiving the ball he will veer in or out, depending on what the tackle has signaled him to do. We

feel definitely that it is most important for our halfback to hit straight ahead, whether he is going to veer in or out, because we want the quarterback to hand the ball off to the halfback at the same depth and width on all of our dive plays. Once he has received the ball, then he starts to veer one way or the other. If he does not start straight up to the line of scrimmage, our experience has been that he and the quarterback will either bump heads, or the quarterback will miss the hand-off to him. Consequently, the play loses all of its effectiveness.

In coaching our tackles to block a defensive tackle (Series A), we tell them they will always find the defensive tackle either directly in front of them, or on the outside shoulder. Our tackle is cautioned about taking a position step. In our opinion, that is the worst thing he can possibly do, because football players today are too smart. They will start immediately to fight pressure, and subsequently make the block as difficult as it can possibly be. Instead of a position step, we have our tackle fire straight ahead first, then, if possible, drive the defensive player backward as far as possible. Then, and only then, he will turn the player in or out, depending on how he originally signaled the halfback which direction he was going to take him.

This procedure may seem to be a difficult thing to teach a young player. On the contrary, it is very easy. The defense always dictates how we are going to block. Our players fall into this scheme of thought after two or three days of practice. To sum up the tackle block, there are four things to be remembered: 1. The offensive tackle should give a signal to the halfback. 2. When the ball is centered, he should get off immediately. 3. He should fire out straight ahead and drive his man back as far as possible. 4. He should turn his man in or out

Series B



—whichever is best.

Our backfield maneuvers are simple because we get three plays off this series. The first thing we do is to line up the backs four yards from the ball. The responsibility for lining up the backs is given to the fullback. Then we tell the halfbacks to line up with their heels on an imaginary line with the fullback's toes. Regarding the width of our backfield, the backs are lined up directly behind our tackles. On some of our plays we will move the halfbacks a little wider or a little closer, depending on what we are trying to run.

Insofar as the ball-handling is concerned (Series B), all of our backs are instructed to receive the ball from the quarterback with their inside elbow up or parallel to the ground, their hand dangling down, and the palm of their hand facing the ball or the quarterback. Their other arm is bent at the elbow and extended across their bodies at belt level, parallel to the ground. Thus, we have our basket hand-off. It is up to the quarterback to put the ball in the basket, and we hold him responsible for this movement. If the quarterback is faking on a particular play, he fakes by putting his empty hand in the faking full-

back's basket. On the dive play, he hands the ball to the halfback on the right with his left hand, and then fakes to the fullback with his right hand. On the left halfback dive he hands the ball off with his right hand,

FRANK REAGAN played at the University of Pennsylvania and then one year with the New York Giants. After the war, in which he served as a captain in the marine corps, he returned to the Giants. In 1949 he was sold to the Eagles and in 1952 became an assistant coach for the Eagles. Frank is starting his fourth season as football coach and was just recently given the additional duties of athletic director. Last fall his team led the nation in pass defense, giving up only 394 yards in 9 games.

and then fakes to the fullback with his left hand.

We have our fullback slant off tackle on dive plays whether we are running to the right or to the left. The remaining halfback is instructed

to swing to the side of the dive play. Consequently, we have three plays off this series — the dive, the fullback slant, and a pitch-out to the trailing halfback. If we want to have a flanker to one side or the other, it will always be the halfback who is not running the play. We never use the fullback as a flanker on our dive play, because then the fullback slant threat would not be present. It is our feeling that the fullback maneuvers on our dive play help it tremendously, because the defensive tackle is not sure whether we are running inside with the dive or outside him with the slant. Hence, a great deal of pressure is placed on the defensive tackle and he cannot guarantee inside and outside effectively.

Unlike the split T, our quarterback does not go down the line for the dive. Instead, he loses about half a yard at the point of exchange from his original starting position.

In high school, college or professional football, the dive play is essential to a smooth-rolling offense. It is good, not only for short yardage, but many times for a long-gainer. The dive play probably has scored more touchdowns over the years than has any other one play.

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Slides As a Football Visual Aid

By WALLACE ZIMMERMAN

Football Coach, Delavan, Wisconsin, High School

FOR every offensive and defensive innovation introduced into the game of football, new techniques and coaching aids have been developed to teach them. New fundamental drills have been designed, mechanical aids in the form of blocking and tackling machines have been developed, and many other devices have been created to save time. The result is more effective teaching of the game of football.

With the development of changing defenses, rule blocking systems have been put into every football offense. They were designed to meet the challenge presented by this new type of defense. Of course, these offensive blocking patterns were designed to make it possible for the offense to keep pace with the defense. However, we still have the problem of teaching the application of these blocking rules in order to meet effectively any challenge an opponent's defensive formations may present dur-

ing a game. This is especially true of high school football. During a game the success or failure of a particular play more often than not is dependent upon all of the players carrying out the correct assignment at the proper time, rather than a lack of ability to block skillfully. This uncertainty on assignments has been experienced by almost everyone who has played football regardless of the era in which he played. How many times in practice have coaches been asked, *Against this defense do I take the linebacker? Do I pull out? Do I trap?* We need not wonder what goes through the minds of the players during a game if this type of thinking takes place during practice sessions.

After struggling with the problem of how to teach assignment recognition as well as the recognition of various types of defenses, we decided to do something about it. We would like to say that the material to be presented in this article is by no

means the complete answer to assignment recognition, but it can help a team in many ways.

It occurred to us that a coaching aid in the form of colored 35mm slides could be used in teaching assignment recognition. By using these slides which show our own offensive formation and a probable defense that we might meet during the season or another standard defense being used in our conference, we could flash them on the screen, and have the players determine their assignments. With this thought in mind we attacked the problem of making the slides.

We drew our offensive formation on a piece of 6-ply white poster board, about 11 x 14 inches, using a compass and black India ink to draw the familiar circles. For the defense we used red India ink, and a large V to indicate the defensive positions. The V was used to show exactly where the defensive man would be playing. The point of the V indicates whether the defensive man is playing off the shoulder, to the right or left, or directly on an offensive lineman. Most coaches consider this quite important in planning their offensive strategy for a particular opponent. Shooting linebackers, and stunts by linemen can be shown by using either different colored lines or broken lines to indicate a coordinated defensive maneuver. Thus, it is possible to show more than one stunt on a slide, and when the slide is projected on the screen the details of the defensive stunt can be seen clearly.

The next step is to take a piece of 6-ply poster board, about 24 x 18

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inches for the background. Cut slits in the four corners of the poster board to correspond with the size of the diagram to be photographed. Then the black poster board, with the diagram of the team formations securely placed in the four corners, may be tacked to any flat surface for the actual picture taking. The picture of the diagram is taken with a 35mm camera. It is suggested that the pictures be taken outside on a reasonably bright day, for reasons of economy, although they may also be taken indoors with a flash bulb attachment or indoor lighting.

The uses for the finished product are many, and although we do not feel that all the possibilities have been explored, we will describe the manner in which they were used. The first thing we did was to use the slides to illustrate and explain how our rule blocking system would work. Our

WALLACE ZIMMERMAN graduated from Wisconsin State College at LaCrosse where he lettered in football. He started coaching at Delavan in 1947 and two years later was appointed head coach. In 1955 track was added to the program and Zimmerman was given the additional duties of track coach. In their first year of track competition, his boys won the conference championship.

basic plays and assignments had been given in previous practice sessions, and the boys were reasonably sure of their blocking responsibilities against a conventional 6-2-2-1 defense. A slide was projected on the screen, and several examples were given to show how the various positions would be affected by the defense. Questions were asked of the backs and linemen to make sure each player understood the blocking rules. Then a quiz on assignment recognition which had been prepared in advance was distributed to the squad. The slides showing the various defenses were projected on the screen for about 10 seconds, turned off, and then a period of about a minute was given to diagram the correct assignment. A different play for each defense to be shown was also listed on the quiz sheet, and for each slide every player had to diagram what he would do in the way of a blocking assignment for his position.

We numbered the slides to aid in locating the right one when it was to be used in the quiz. One particular defense would be inserted more than once so that the team would have the experience of figuring out what they would do on a variety of offensive plays for that defense. In all, there were about 25 different problems in the quiz, which included 10 defenses, and a like number of plays.

Considerable time would be required for the coach to correct a test of this kind; therefore, we have each player correct his own. The procedure used in presenting the quiz the first time was followed when they were being corrected. Using our blocking rules, we decided on the best way a play should be run against a particular defense. Needless to say, the scores on the quiz varied; however, everyone agreed that he gained a better appreciation of the importance of a coordinated effort by each player on the team.

This method of teaching assignment recognition presented the overall plan for each play. Sometimes it is very difficult for players to realize the whole plan when it is explained on the practice field. Checking the quiz papers pointed up errors, and repeating the exercises corrected many assignment errors that otherwise would have resulted in a substantial loss of yardage under game conditions. For instance, some players let a defensive man through who was to be double-teamed, and trapped the player who was to be double-teamed. What could be more disastrous in a game? We became convinced that the slides were going to help in teaching rule blocking, and as the season progressed it became evident that they were in part responsible for the confidence our offensive unit had in their ability to move the ball.

These slides were put to another use in helping to train our quarterbacks. As all coaches know, one of the basic tenets of quarterbacking is to know the attack. How many high school quarterbacks actually know it? We discovered a method which would reasonably assure that the quarterbacks would learn the assignments of the linemen, especially the key blockers. However, the only drawback to this method was that it is much easier to get a picture of what play to call by looking at a slide because it is more compact. Obviously, none of the opponents are moving about as they would be in a game.

At our weekly quarterback meetings, each quarterback would be asked to diagram plays which would be sure to gain substantial yardage

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against the particular defense being projected on the screen. They were given about 10 minutes to do this diagramming. Then one of the players would be selected to point out the key blocks on the screen as he saw them. The other quarterbacks were urged to make a critical analysis of his selection of plays and how he thought they should be run. If any disagreement developed, a final decision would be made by the group regarding the best course to follow. Then we would follow the same procedure with a different defense, and one of the other quarterbacks would

give his ideas. This procedure was followed throughout the football season.

In past years our offense often sputtered and floundered in the first half, many times because our quarterbacks could not detect a weakness in the defense. As every coach will testify, the bench is the worst place on the field from which to watch a football game, especially if the coach is trying to discover what the defense is doing. We have all sent in instructions from the bench, many times to no avail because of our inability to see the defensive alignment as it actually was.

Half of the game is over before the coach can get his offense moving, and then many times a second half comeback falls short because of a lack of time. Last fall we felt we had some of our best quarterbacking, and some of the credit belongs to the training and experience the boys received through the use of the slides. Our players were not always successful in moving the ball the first time they had it, but there was a definite improvement over previous years.

There are other advantages to be realized from this type of teaching aid. These slides save time at squad meetings because it is not necessary to spend precious minutes placing each diagram on the blackboard since all of the material to be presented can be prepared in advance. Diagrams of basic plays, defensive formations, drills, and hole numbering are a few examples of the type of material that could be presented to a football team through the use of slides. High school players, as a rule, do not enjoy sitting in a classroom for long periods of time listening to chalk talks. Here is a method by which the length of time needed to get the information across may be reduced considerably. Every school has a slide projector and the coach can stand at the front of the room and explain the important points of a particular program. There is no wasted time, and the players do not become bored with the whole procedure.

These slides not only help all the squad members, but also the coach. He gets a good idea of the many problems faced by a player during a game, is more exacting in planning plays, and also gets a better picture of his overall offensive attack. Last, but by far the most important, the coach becomes a better quarterback himself, after experiencing once again the problems of his players in a game. Sometimes a coach is carried away by his imagination in planning offensive maneuvers, and these problems in assignment recognition can provide a valuable check on an overactive imagination.

Every high school has all the materials necessary in the art department to make these slides, and since there are many 35mm cameras now in use, one could be found to take pictures of the prepared diagrams.

The preparation of accurate diagrams is rather time-consuming, but we think well worth the effort. More extensive use of this visual aid and assignment recognition tests are high on our list of plans for the 1957 football season.



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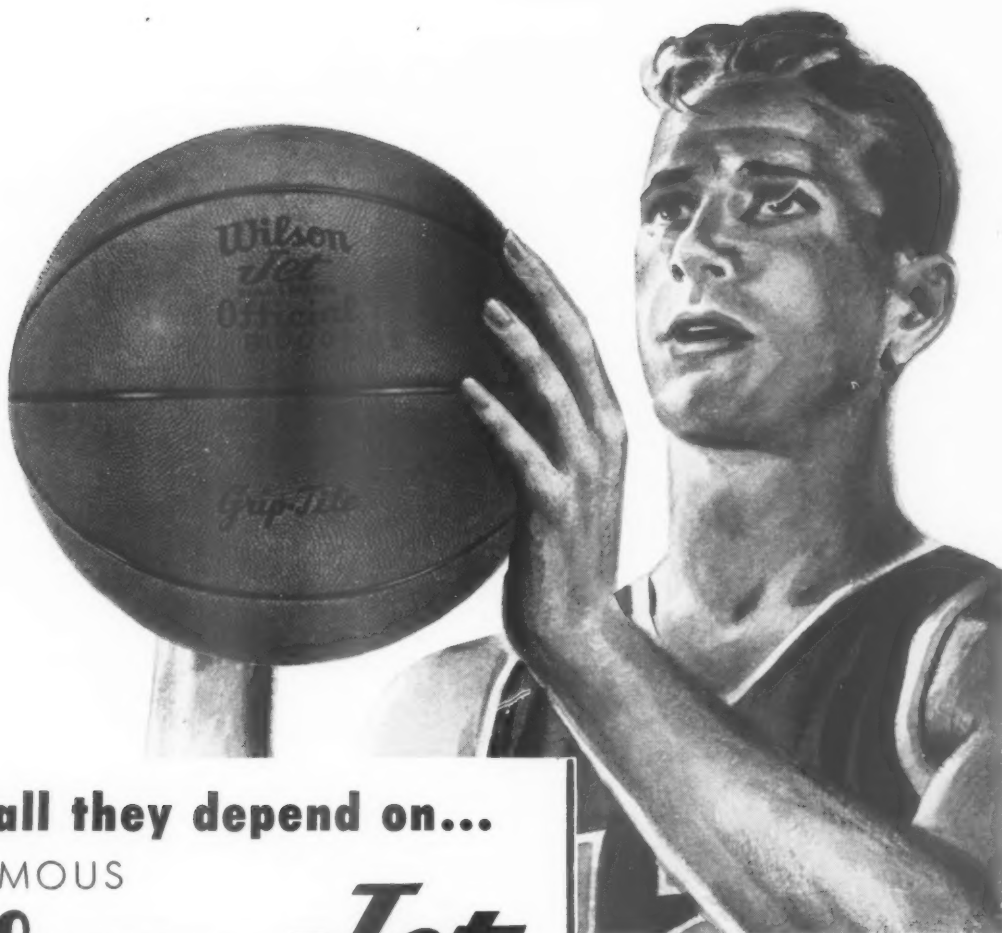
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The Halfback Reverse

By **BILL JENNINGS**

Football Coach, University of Nebraska

A basic reverse play has been needed in the split T for some time. Possibly the play which is shown here does not fit the basic split T pattern, but it has been pretty generally used as the quick reverse for most split T offenses. We feel that it provides the quick misdirection which is necessary in this offense.

On the reverse, the right end will block any player in his area whom he feels he can take straight back or to the inside. If there is no player in that area, then he will block the first lineman or linebacker to his inside. In the case of many defenses that have

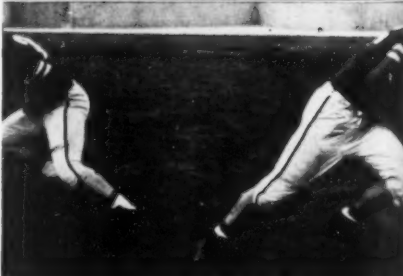
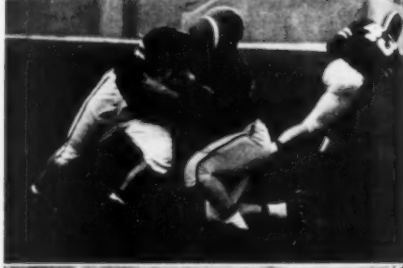
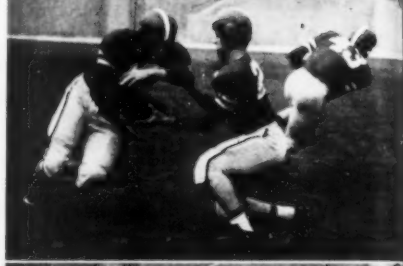
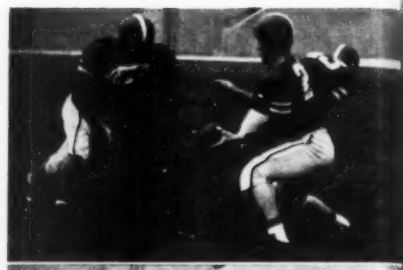
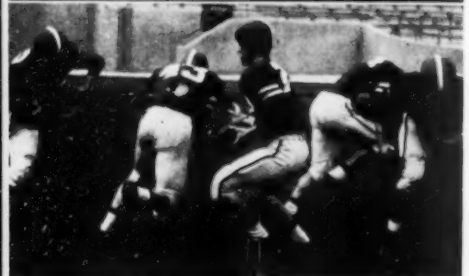
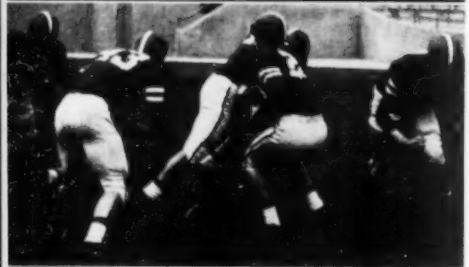
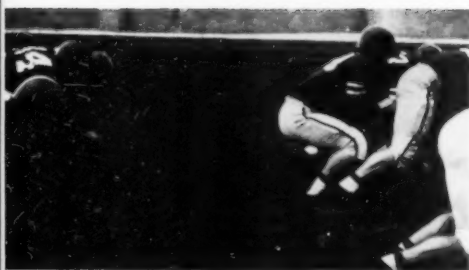
BILL JENNINGS played end and wingback on Tom Stidham's 1938, '39, and '40 Sooner teams. Following the war he served for seven years as backfield coach for the Sooners. Jennings resigned after the 1955 season to enter the oil business. However, he returned to coaching and went to Nebraska as Pete Elliott's backfield coach. When the latter resigned to take the California job, Bill Jennings was elevated to the top position.

a man on a tackle, this maneuver will constitute a double-team block between the right end and the right tackle. The right tackle will block the player on him, and attempt to take him away from the point of attack. This player may be a lineman or a linebacker.

The right guard will block the man in his area or lead downfield. The center will block the man over him. If there is no player over him, then he will block away from the point of attack. The center must make a very aggressive block, and move off the line of scrimmage in order for the left guard to clear.



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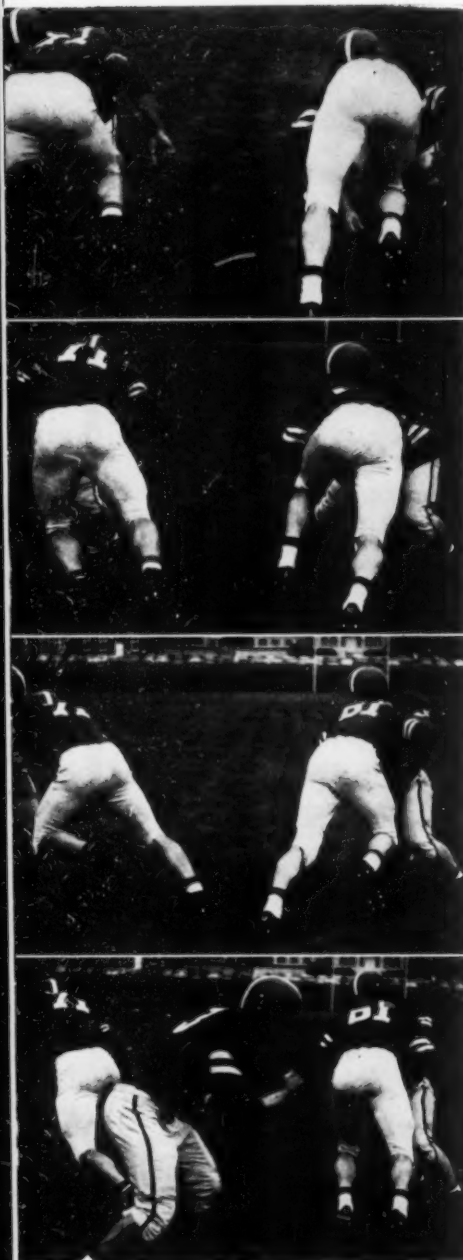
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The left guard will pull clear very close to the center's hips, and maintain a position close to the line of scrimmage (Series A). He will block the first man outside of the offensive right end (Series C). We use an inside-out shoulder block. If at this point the left guard sees no defensive man, then he will turn up field. The left tackle and left end will shoot out and then get to the point of attack.

The on-side lineman, right end, right tackle, and right guard will use

Series B



the same one-on-one technique that they will use in our basic split T offense (Series B). We like to have them fire at the man's belt buckle with their heads. Then they should drive their heads to the side of the point of attack unless the defensive man commits himself in the opposite direction, in which case we will take him the way he is charging. If the defensive player does not take one side or the other, he will be driven straight back and it will be up to our ball-carrier to find daylight.

In our backfield maneuver (Series A), we expect the quarterback to stay low, do a quarter pivot, and leave the line of scrimmage slightly in order to make room for the pulling guard.

The fullback will drive tight over the ball, and remain over it with a hard fake until he clears the line of scrimmage. It is the fullback's responsibility to go over the ball. He is instructed to mesh as close as he can. His basic assignment is to fake.

Our right halfback will drive hard off the hip of the fullback, and will continue his fake until he crosses the line of scrimmage.

The left halfback will hesitate slightly, remaining in a low position with balance, and then drive hard off the right halfback's hip. As he clears the right halfback's hip, he should look at the point of attack, and we expect him to select the proper hole. We hope this hole is off the hip of the trapping guard. However, due to a defensive maneuver, another hole inside may open up. Our players seldom break it outside because we prefer to have our ball-carrier moving toward the opponent's goal line. If we attempt to break it too wide, we will be moving laterally while the defensive pursuit is closing on us.

In the ball exchange, the left half-

back should ride his inside elbow high and ride his right hand on his right hip.

It is the quarterback's responsibility to place the ball at the far hip of the halfback. This placement is in keeping with our other ball exchange teaching. As the halfback fields the ball in the pocket, he covers it and keeps it fully covered until he clears the line of scrimmage. After the ball exchange, we expect our quarterback to fake away from the point of attack.

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Coaches Or Second-Guessers?

FREQUENTLY, we like to reprint portions of speeches and radio talks given by men in the field of athletics. The following material has been excerpted from a talk given by Joe McMullen, football coach at Akron University, before the members of the First Methodist Church of that city.

"Why do I use the word 'coach'? Why didn't I use teacher or preacher? Let me try to explain. I use the term coach not as a specific term designating a particular coach of a team, but as defined in the dictionary. In its broadest sense, the term coach is defined as one who trains for public examination. Another definition is: one who carries you along. The meaning of this term is drawn by figure from the word coach as used in stagecoach.

"Public examination should also be pointed out. Both preachers and teachers are preparing us for examinations but they are not necessarily public. It has been said that a teacher may flunk a student, but when an athlete flunks, the coach flunks right along with him. This is the way it is, and it is the way it should be. It is the way it is in the game of football and it should be this way in the game of life.

"I believe that in the game of life, as in the game of football, we need coaches not second-guessers. We hear a great deal about juvenile delinquency but I believe this is a misnomer. Just because it is called juvenile delinquency doesn't necessarily mean that it is. We call a certain condition of the foot athlete's foot; however, there are more bookkeepers who have it than athletes. Also, you aren't an athlete just because you have it. I

mention this to point out that many things are misnamed.

"Our young people must be prepared for public examinations. They must be trained for their role in life. It is easy to sit back and second-guess them when they go astray, but would they go astray if we would remember to coach them ahead of time?

"In football, we do not criticize a boy for doing something wrong if we have not shown him the proper way of doing it. We train him in the rules of the game and then we expect him to do a creditable job . . . We should not merely tell them, but let them follow us as the cars of the train follow one another. We should be 'coaches' and carry them along. When one car goes off the track many of the cars which follow go off the track also. If it is important enough to teach boys the rules of the game of football before they play the game, think how much more important it is to teach them the rules for the game of life before we insert them into it as a regular on the first string as an adult."

Sports For All With Reservations

IN our current efforts to provide athletics for all, we must be careful that in our zeal to broaden participation, we do not lessen the thrill of competition and the desire to win.

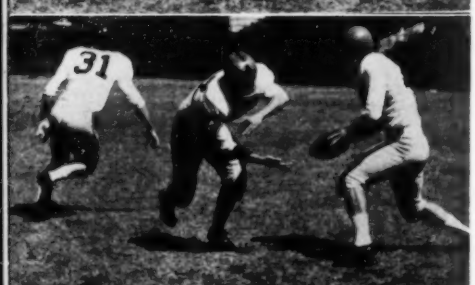
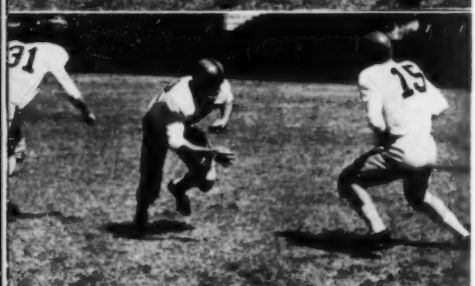
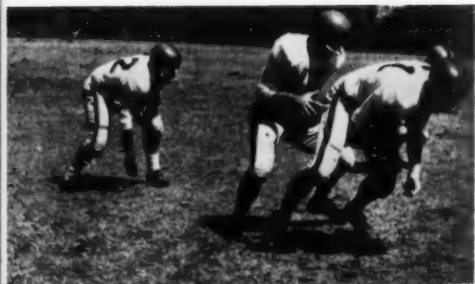
The following fable attributed to Mr. Harold L. Butz, assistant secretary of agriculture, was reported in Roy Bedichek's column in the "Texas Interscholastic Leaguer."

"How many of you," he asks, "have seen a kid-dies' race at a picnic? One little fellow will run his head off to win and gets an all-day sucker for his efforts. But the little stinker who stopped to scratch a mosquito bite and came in last, he gets one, too.

"If you watched closely, you might have observed some distress on the part of the winner at such open-handedness. Next time he won't try so hard to win. It's also a safe bet that the bite-scratcher won't exert any undue efforts the next time he races, either. Why should he? He got the same prize as the winner."

The value of athletics is to be measured not only in the development of the physical body, but of equal importance is the development of the character of the individual. When we remove the incentive to excel, we are harming the individual's and our country's future. Conversely, by rewarding the indolent, we were laying the groundwork for further spread of the idea of the welfare state.

Roy Bedichek summed it up by saying: "If one is going in for competition at all, the desire to let everyone win is not, as it is sometimes called, 'soft-hearted'; rather it is merely 'soft-headed'."



The Fullback Counter

By JOHN H. VAUGHT

Football Coach, University of Mississippi

ONE of the most important plays in the split T formation is the fullback counter. We would like to emphasize the important coaching points in the proper execution of this play. As the quarterback receives the ball from the center, it is necessary that he step forward and out in the direction of the faking halfback in order to get a fake on the dive play. Then, as the quarterback turns approximately 220°, he pivots on his outside foot. It is very important that the ball be handed forward on the line of scrimmage to the fullback. After the ball is given to the fullback, the quarterback will take five steps straight back to the position behind the center. He will fake a forward pass from this spot.

The points which should be stressed for the halfback and fullback positions are as follows: The diving halfback must come in close enough so that the quarterback is able to make a good fake of the hand-off, and remain covered up as if he had possession of the ball at least five yards past the line of scrimmage. All backs cannot be outstanding ball-carriers, but they should all be outstanding fakers. It is necessary that the fullback step in the direction opposite from the counter. On this step his entire weight should be turned in the direction of the sideline. His next step will be made with the opposite foot in a line straight toward the hole. On the ball exchange, the fullback will have his inside arm up



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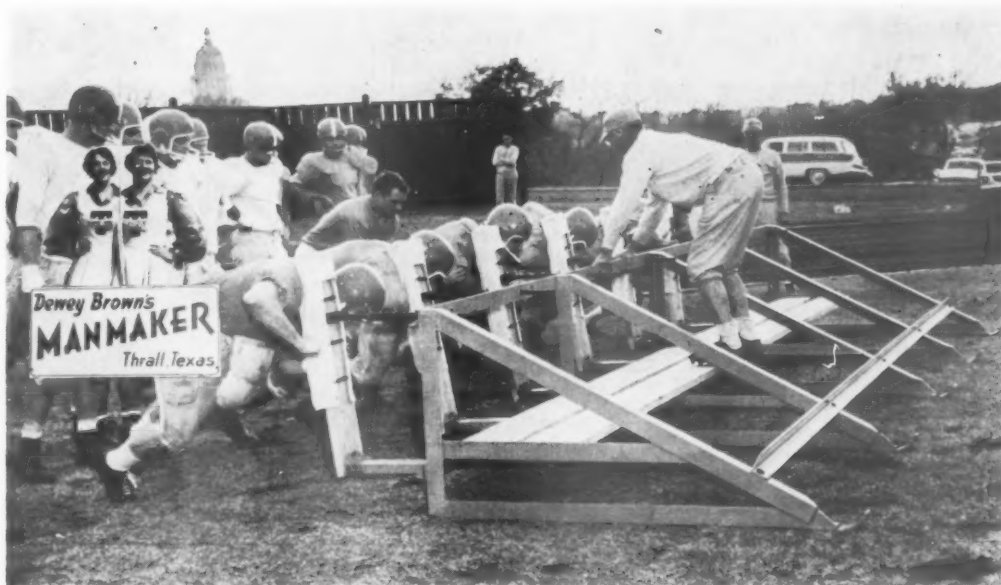
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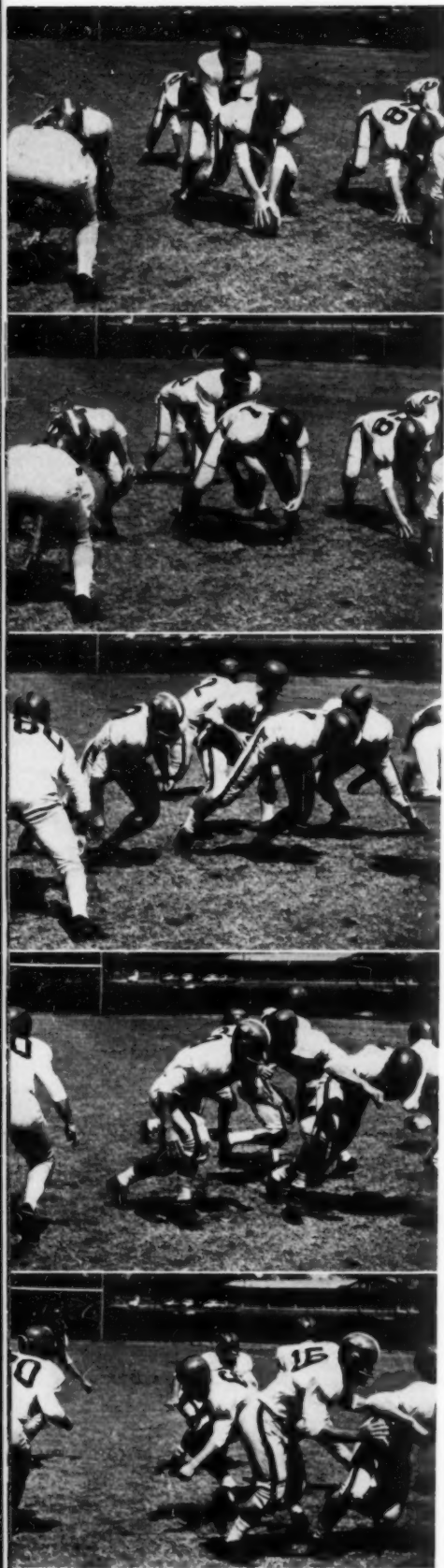
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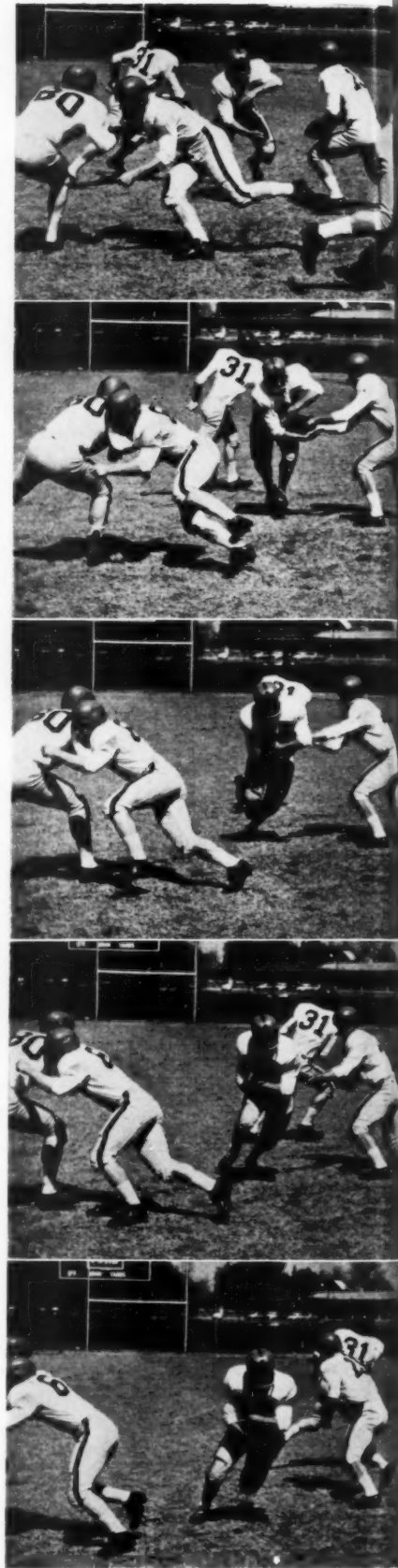


JOHN VAUGHT played on the 1930-32 Texas Christian teams and then coached at North Side High School in Fort Worth. From 1936-41 he coached the line for Bear Wolf at North Carolina. During the war he coached under Jim Crowley and "Moon" Mullins in the navy pre-flight program. Vaught has been at Mississippi as head coach since 1947 when he became the first coach in Southeastern Conference history to win the championship in his first year. His teams have won three championships and played in three major bowl games.

and his outside arm down. He will form the pocket for the ball, always keeping his eyes on the hole he is hitting because it is the responsibility of the quarterback to place the ball in the pocket. After the fullback has received the ball, his outside hand will go over the point of the ball and his inside hand will go over the top of the ball. He will keep his arms in this position until he has broken into the clear, and once he is in the clear he can maneuver the ball to either side. The opposite halfback will fake around, simulating the end run.

The play assignments in the line are determined by the type of defense the opposition is using. There are two different types of defenses — the odd and the even. This play is shown as it is run against an even defense, using the trap block. Normally, the play is run using a cross-block. The center and the guard will double-team the guard away from the hole. The other guard will trap the guard in the hole. Coaching points to stress here are that the center steps with the foot nearest the trapping guard, and the trapping guard steps forward with his inside foot and pivots at the same time in order to get inside the trapping hole as quickly as possible. The tackles will cut off the linebackers, holding their heads on the inside. The end who is toward the hole will go inside the tackle and down on the halfback. The end who is away from the hole will cut off the tackle before going downfield. This play, run in conjunction with the pass, is extremely effective.

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Developing Centers

By JACK GREGORY

Football Coach, P. S. duPont High School, Wilmington, Delaware

VERY often a blocked kick is not the fault of the kicker or poor blocking on the part of the linemen; the center is the player who is not doing his job efficiently. Many of the close games in which a coach may have felt he had the better team were lost due to a bad pass from the center. As all experienced coaches know, it is very trying on the nerves when the team is in a kicking position, deep in their own territory. This situation

Drill No. 1

is even worse when the coach must worry about his center's ability to get the ball back to the kicker with any degree of efficiency.

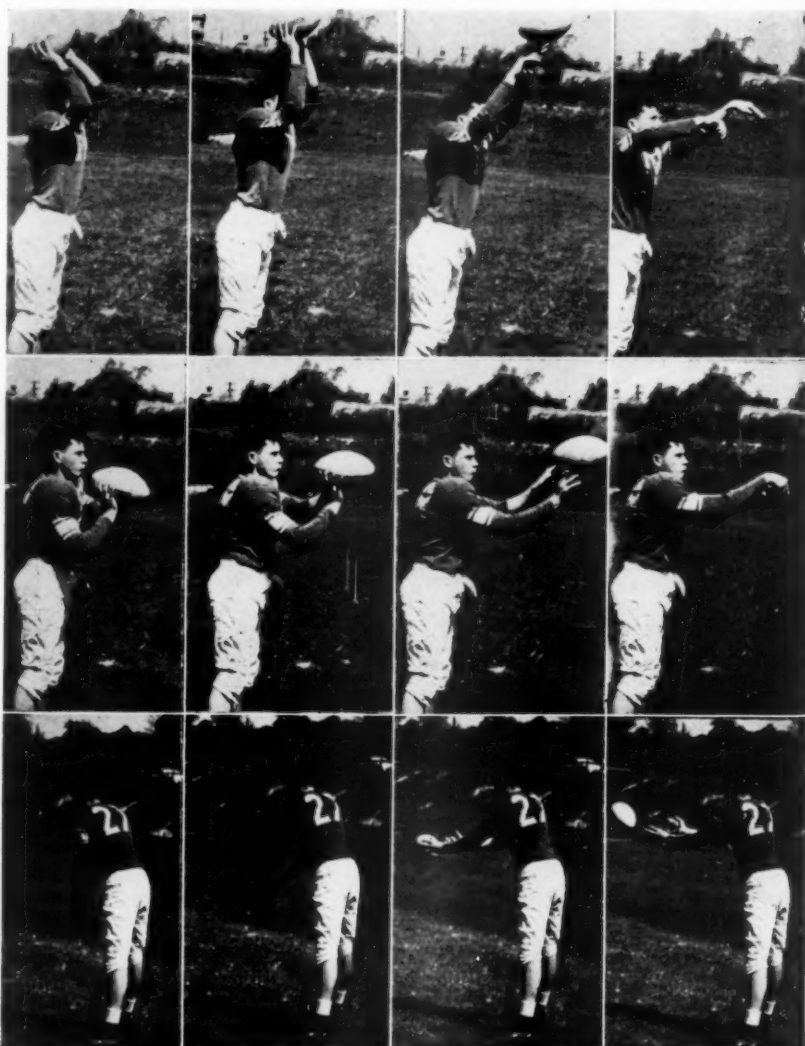
In order to solve this problem, which was a serious one for our team at the beginning of last season, we studied and are still working on every detail which will help improve our centering. In analyzing the center's problems, we found the following mistakes to be the most prevalent: 1.

Drill No. 2

Poor stance. 2. Inefficient follow-through. 3. Lack of strength in centering. 4. Tension and gripping power.

When we are working to improve stance and the follow-through, our normal practice and coaching procedures are continued. We tell our players to select the stance which is the most comfortable for them. In most cases the most comfortable

Drill No. 3



stance is produced by lining up the toe of one foot with the heel of the other, with the player's weight distributed equally on the balls of his feet.

In teaching the follow-through, we over-coach a little in practice by telling the player to swing his hands through and touch his buttocks. We also like to have our centers take a very short controlled step with the foot that is back. Also, as part of the follow-through, our center is instructed to protect against being pulled by whipping his hands up in front of his face with as much speed as possible to help knock the puller's hands off and to protect himself.

We worked hard to find another approach to solving the problem of centering. What we decided to do was neither original nor the final word in meeting the centering problem, but it was new and it proved helpful for us. We had heard of coaches who used barbells and heavy weight football shoes in their practice sessions. As a result, our staff thought of trying to improvise a weighted device which would help the centers. After seeing baseball players swing heavy bats before taking their turn at bat, and knowing that many golfers use gripping devices to improve their grip, we decided to try to accomplish the same things with a football.

We took a regular football and placed four lead plates in between the four seams of the ball so that the weight would be distributed equally. These plates are held in place by the pressure from the football bladder. This ball is approximately twice as heavy as a regular football. The weight can be adjusted easily by changing the weight of the lead plates and the amount of air pressure in the ball.

We feel that by using a lead-weighted football a center may eliminate the common mistakes mentioned previously. The use of this improvised ball will help to develop the wrist and forearms of a center, much as though he were using barbells (not to the same degree, but satisfactorily for football). The development of the muscles of the wrist and forearms will help prevent fatigue setting in as quickly. In turn, tension of the muscles will not develop as rapidly. Also, since a majority of high school centers have small hands and experience a great deal of difficulty gripping the ball, we feel that the weight of the ball will help develop the required grip. We realize there are many devices which are used by athletes to help strengthen their grips.

JACK GREGORY graduated from East Stroudsburg State Teachers College in 1952 where he competed as a guard. He served as line coach and head track coach at William Penn High School in New Castle, Delaware before being appointed head coach at his present location three seasons ago. He served on the coaching staff for the 1956 Delaware All-Star Game and was an officer in his state's football coaches' association.

However, when a player practices with a piece of equipment which is actually the same as the one he uses in a game, it is our feeling that it is more effective and the player receives greater benefits. We feel that centering the lead ball every day in practice will definitely improve the power of any center. In order to work on these factors, a daily routine was set up which the centers can work on, with or without a coach.

Drills and Practice Procedures

Three grip and arm developing drills are used, and the centers must go through these along with their centering practice. In these drills, two or any number of the players who are participating face each other about five yards apart.

Drill 1. With their arms extended directly above their heads, the centers throw the ball, using much the same wrist action they employ when they are actually centering the ball.

Drill 2. In this drill, the ball is thrown from the chest. The player's elbows are out from his body; therefore, the ball must be thrown mainly by his wrist.

Drill 3. The principle described in the two previous drills is involved in this one. However, in this drill the player's arms are extended down toward the ground.

Our players run through each of

Illustration shows difference in distance when using weighted ball and regular ball.



the drills 20 times.

After completing the wrist and arm drills, then the players do their centering drills. In these drills proper centering form and the proper grip of the ball are stressed. The drills consist of centering the ball 15 times at a distance of three yards and then 12 times at a distance of five yards. After this practice the players center for accuracy. They take 10 centers each at a distance of eight yards, with each player keeping a record of the number of good centers he makes. Execution of these drills can be completed in approximately 15 to 20 minutes, with or without the assistance of a coach.

If a coach is in a school where he has a limited coaching staff and there is not a coach who can take time to work with the centers alone, we still feel that a great deal can be gained just by using the football in the development of grip and strength in centering. Also, by following the routine mentioned, the player could practice through his summer vacation and thus improve his own ability. When a coach is available, besides coaching the centers in the proper form, etc., he may judge and grade the improvement by keeping a chart of the distance the players can center the lead ball, and by checking the speed of the throws made by the centers with a stop watch.

In our opinion, this lead-weighted football can help in warming up at game time. A player can practice on the sidelines with the heavy ball before he is sent into the game and, as a result, he will be able to handle the regular ball with more ease. We are often asked whether the center will throw the regular ball over the kicker's head after he handles the lead ball. In order to avoid this error, the coach must make the distance of his drills with the lead ball shorter than the distance used in drills with the regular ball. We run through our lead ball drills for accuracy at a distance of eight yards. When we center the regular ball, the receiver is instructed to stand 11 yards deep. This is the distance we use for kicking in our games. In all drills emphasis is placed on the fact that we want the centers to aim at a low target.

In our school the boys who are out for football do not play any interscholastic football until they are in the tenth grade. For this reason anything we can do to speed up the development of our players is very important, and we feel that this coaching aid has been of considerable help to us.

Offensive Line Play in the Delaware Wing T

By MILO R. LUDE

Line Coach, University of Delaware

WE would like to express our appreciation for the assistance we received in the preparation of the material for this article to the following: John L. Griffith, for the photography; Rocco Carzo and Irv Wisniewski, assistant football coaches, for their valuable aid; and Joseph Harvanik, Robert Jones, Raymond Klapsinsky, Ed Malinowski, John Mordas, Thomas Murray, Michael Nevada, John Pollack, James Shelton, James Skander, Thomas Thomas, and Gerald Weis, for the demonstrations which were photographed.

There seems to be an endless parade of football articles. However, we think that as long as such a splendid competitive game as football remains a part of our American way of life, and as long as there are curious students of a given subject-area, such as football coaches, material will be published which presents

an opportunity for these individuals to accept, deny, compare, and possibly use one another's theories and teaching procedures.

This is an article on offensive line play as taught at the University of Delaware and its application to the Delaware wing T, with particular emphasis on the elements basic to this system, fundamentals, coaching points, and drills. We were blessed with the opportunity to work for David Nelson, who is the father of this offense, throughout the entire ten-year evolution of the system.

Actually, the style of line play used at Delaware is basically single wing. The system in its entirety could be very appropriately termed a philosophy of offensive football executed from a T alignment with single wing theory and principles.

As in any system, it is of utmost importance to begin with a sound stance, one which will allow the athletes to realize their fullest potential as far as the offense is concerned. The stance which has been developed and used as an integral part of this style of play had its origin in single wing football. Naturally, a few modifications have been made in keeping with the development of the Delaware system. It is doubtful if any coaches other than those who are using this system teach the linemen stance as we do.

We want a stance which will allow great maneuverability, and will permit the linemen to move forward, right or left. Since our linemen do a considerable amount of pulling, this stance was found to be the one which best met all the requirements for

efficient execution. Our linemen are instructed to assume a stance in the following manner:

1. Place the feet a distance which is approximately the width of the shoulders.
2. Drop the right toe on a line with the arch of the left foot (allowing, of course, for the individual physical differences).
3. Place the forearms on the thighs and let some of the weight rest on them.
4. Drop the right hand down in front of the right eye (adjusting slightly to the right and in front).
5. Do not close the fingers and place the knuckles down, but keep the fingers extended and barely touch the ground with the finger tips.
6. Weight should be evenly distributed on the balls of the feet, with little or no weight on the hand.
7. The lineman should feel as

Illustration 1



Illustration 2



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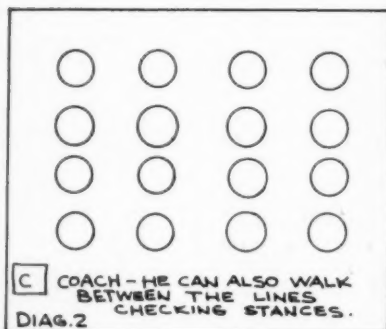
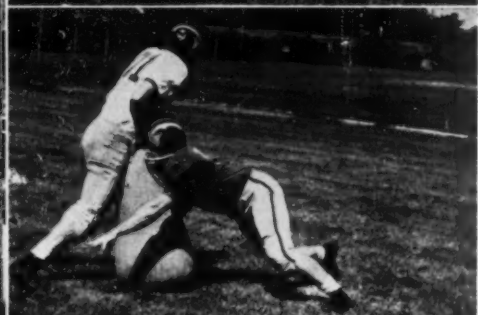
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though he were a boxer in a low crouched position.

8. His back should be parallel to the ground, head and eyes up, and his buttocks will be just slightly lower than his shoulders (Illustrations 1 and 2).

Three drills which are used at Delaware to check and improve the stance are:

1. Line up on a yard line and walk in front of the linemen, having each assume his stance as the coach passes in front of him. Remarks should be passed on to the linemen concerning the good as well as the poor aspects of each individual's stance (Diagram 1).

2. As the linemen come out to the practice field, they should check their stance both front and side by using a full-length mirror (Illustration 3).

3. We use the four by four drill (Diagram 2).

Straight Shoulder Block

After the coach is satisfied that the linemen have a knowledge of what is expected and can assume a fairly respectable stance, the next fundamental we teach is the straight right and left shoulder block. The players are assembled around the coach and the teaching points of a correct shoulder block are explained. After the explanation, the coach demonstrates the proper techniques. The following coaching points are emphasized:

1. Proper stance.
2. Explode and take off the moment the ball is snapped. Have the linemen visualize a swimmer who is

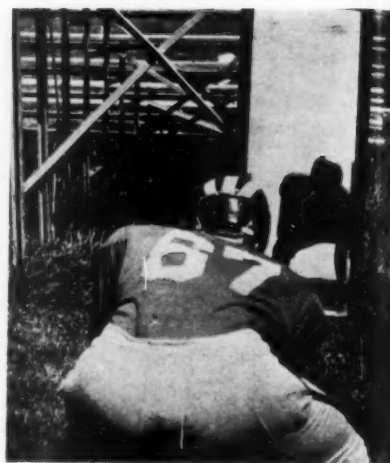


Illustration 3

a free-style sprinter on the edge of a pool as he uncoils to take to the water.

3. The first movement must be forward, not up.

4. The lineman's head must be up and his eyes should be fixed on the horizon.

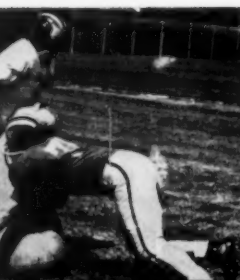
5. The target area of the opponent is the center of the body at the extreme lower abdominal area, where the hip and pelvic girdle join. In order to obtain the best results, the blocker's head should be projected for this point because it is the point of the anatomy where the body bends or collapses most easily.

6. As the lineman uncoils, he should move or step the opposite foot in relation to the shoulder with which he is striking. For example, when he steps with the left foot, he strikes with the right shoulder. The reasoning can best be explained by using a fighter as an analogy. A boxer always jabs off the front foot or left foot (assuming that he is right-handed), but when he uses his power punch, he steps with the opposite foot. As an example, step with the left foot and hit with the right hand. For power most athletes use opposite foot and arm coordination.

7. Just prior to contact, the lineman dips his shoulder (does not duck his head), and strikes his head into the lower abdominal area of his opponent. Then he slides it to the side, delivering the blow with it, as well as driving the shoulder into his opponent, and lifts. The lifting is a co-



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ordinated effort executed by throwing the back into a concave arch and by forcing the buttocks and the stomach down (Series A).

8. After contact has been made, the lineman uses what is termed the shoulder-neck squeeze by pinching against his opponent with his neck and shoulder (Illustration A5).

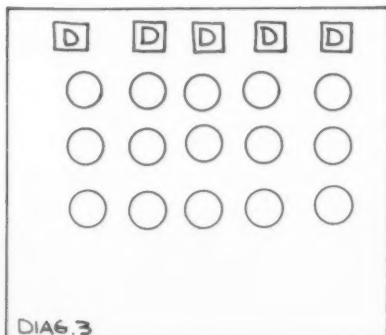
9. The lineman's feet are never wider than his shoulders and his outside hand is free. His back is always straight and his head must be up.

The drills which are used in teaching correct shoulder blocking are as follows:

1. *One-on-one, dummy.* One lineman holds a standard blocking dummy and the other assumes the correct stance, counts cadence, and then explodes. This is one of the drills that the linemen do on their own. As soon as two players are on the field, they immediately get a dummy and begin to work on perfecting their shoulder blocking execution and technique (Series A).

2. *Five lines, dummy.* A great amount of drill work for linemen is performed from this five line organizational setup. Five lines of as many linemen as the squad possesses cover down and then the first man in line holds the dummy. The coach calls the cadence and all personnel count with him. On the take-off number, they explode, hitting out and blocking with the right shoulder. As soon as this block is completed, the lineman who blocked the dummy recovers immediately and again assumes his offensive stance. Then all five men execute a left shoulder block. After completing this drill, the five blockers take the dummies. Those who held the dummies previously hustle to the rear of the five lines and the next men following the initial blockers go through the same procedure (Diagram 3).

3. *Live one-on-one, from the five line setup.* This is actual hitting. On a snap number the offensive player blocks with his right shoulder on a



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live defensive man, recovers, and does the same thing with his left shoulder. This drill is handled just as the preceding dummy drill, only full speed and live bait are used.

Lead Post

Following instruction on the basic shoulder block, one of the most important blocks in the system is taught. This is a double-team block which is termed a lead post. There are two components to this block, which make it, in the opinion of the Delaware staff, the strongest and the best block in football.

Instruction is started by describing the post. This block is executed in exactly the same manner as the straight shoulder block, with a few added techniques to make the entire phase effective. After delivering the blow with the shoulder, the post man works the hip adjacent to the lead blocker up tight and seals the seam

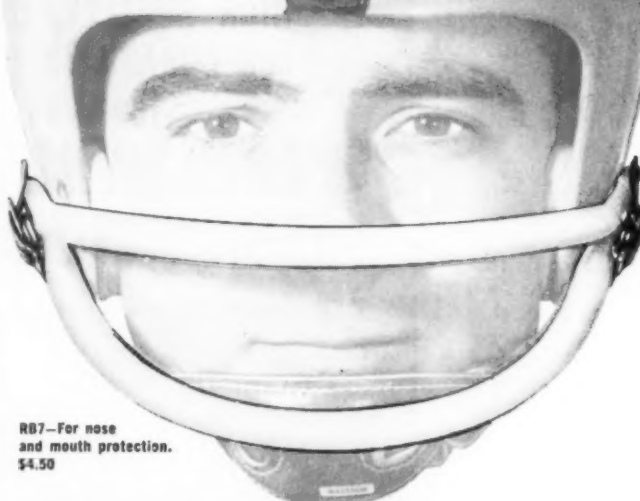
DURING the war "Mike" Lude served as a captain in the marine corps. Following the war he returned to Hillsdale College in Michigan where he captained the 1946 championship team. After graduation he was appointed head baseball and assistant football coach at his alma mater, and in 1949 joined the staff at the University of Maine. He joined the Delaware staff in 1951, where in addition to his football and physical education duties, he serves as assistant to the director of admissions.

between himself and the lead. At all times the post blocker maintains as much pressure as he possibly can by exercising the shoulder-neck squeeze. A word of caution — this is not a passive block, but is a highly aggressive one.

In the instruction of the post man, particular emphasis should be given to the following:

1. Always assume a correct stance.
2. Execute all of the proper techniques of the straight shoulder block.
3. In the execution of this block, the post man will not take the defensive man alone but will have the advantage of another man assisting, which will make the block twice as powerful and doubly effective.
4. As the post man hits, he will slide his head to the side of the opponent in the direction of the desired

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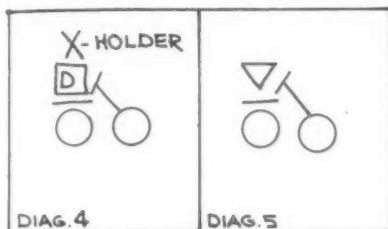
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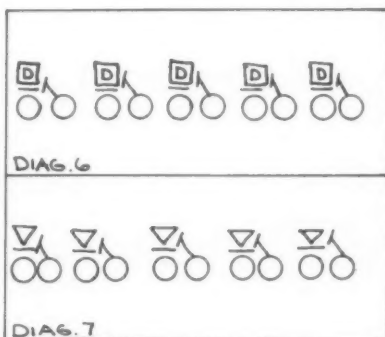
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movement. In other words, when his head is on the left side, the lead man and the post man will move the defensive man laterally to the left.

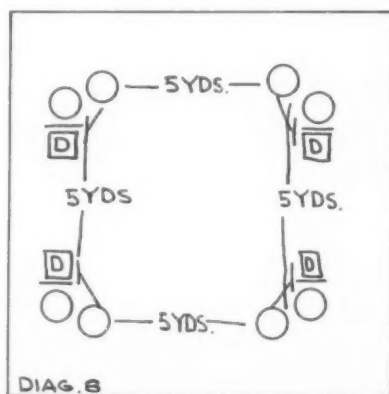


5. After the contact, execute the hip seal mentioned previously. This is done by pivoting on the foot opposite the lead blocker, and working the hip and leg which are adjacent to the lead blocker up close to him by turning the hip and buttocks and forcing pressure against the lead.



6. Keep the outside arm and hand free. In the event the post man slips to his knees, he can go on all fours and maintain constant pressure on the defensive man.

The remaining half of this block is the lead block. One might call this block, as many coaches have and are doing, a power or a drive block. The coaching points for the lead man in



this fundamental are as follows:

1. Step with the inside foot.
2. Shoot the head for the center of the opponent. The defensive lineman is considered a cylinder. The cylinder rather than the abdomen is attacked by the lead blocker along a radial line.
3. Slide the head to the outside of the opponent, placing the defensive man in a vise-like grip with the head of the post man on one side and the head of the lead man on the other.
4. As the blow is delivered and the head slips into the shoulder-neck squeeze position, the lead blocker moves or swings his buttocks into a position so that he will be parallel to the yard line or the line of scrimmage.

5. The lead blocker, as he gets into this parallel position, forces his hip, which is adjacent to the post, up tight to the post, thus executing a double pressure to seal the seam.

6. When both blockers are in position, which is a split second after contact, they drive the defensive man straight down the line, thus creating a hole by a lateral opening.

The picture sequence of the lead post block presents a graphic view of the action described previously (Series B).

Drills which are used to teach, develop, and improve the lead post block are as follows:

- A. *Two-on-one*. 1. Dummy (Diagram 4). 2. Live (Diagram 5).
- B. *Five Lines*. 1. Dummy (Diagram 6). 2. Live (Diagram 7).
- C. *Square* (Diagram 8).

Pulling Technique

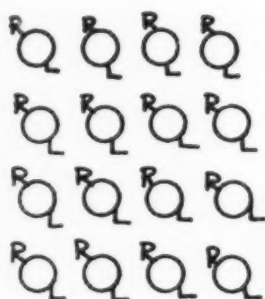
Due to the fact that this offense is of single wing descent, with many of the techniques carried over from single wing football, all linemen are taught how to pull and the correct body mechanics of this movement. In addition, the linemen are coached on what is believed to be the most effective and fundamental techniques to meet the requirements of the Delaware wing T.

In the following instructional points which must be emphasized to realize the objective of a smooth-pulling lineman, we are describing the lineman pulling to his own right:

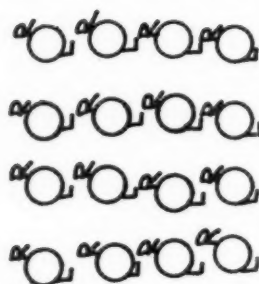
1. Assume a well-balanced stance.
2. Split-second take-off. This is as important to pulling as the take-off is to the straight firing out of line-



Series B



BECOMES
THIS WHEN
LINEMEN
EXECUTE RIGHT
FOOT RIGHT



DIAG. 9

men in the split T offense.

3. Step the right foot approximately four to six inches to the rear and six to twelve inches down the line. Be sure to point the toe parallel to or straight down the line of scrimmage.

4. Pivot on the ball of the left foot, using this foot as the push-off.

5. One of the most important points is to use the arm on the side of the direction of the pull as a catapult or lever. As the take-off signal is given, the pulling lineman swings or drives his right arm vigorously to the rear. This arm action pulls the

lineman out and starts him in the proper direction.

6. Do not stand up in pulling because too much time is consumed and the proper body mechanical advantage is eliminated.

7. The head must be kept up and the lineman's back should be as nearly parallel to the ground as possible.

8. Use the arms in a thrust position as drivers or pistons to propel as fast as possible. It is our opinion that a player can always improve his speed a little by working on proper running form. Arm action from the

basic position with good pull is one of the fundamentals which can assist in the development of form and ultimately of speed.

From the four by four organizational setup we use the bird dog drill to develop pulling techniques as follows:

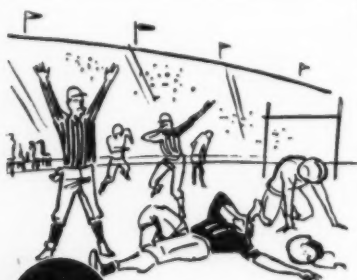
1. The coach gives the command: right foot right or left foot left, and on the take-off signal all linemen snap into the first phase of the pulling technique (Diagram 9).

2. In the second stage of this drill, the two interior lines pull to the outside on the snap signal (Diagram 10).

3. After all linemen have pulled in this manner, the coach simply turns them about face where they stand and resumes the drill, giving all linemen an opportunity to pull both ways (Diagrams 9 and 10).

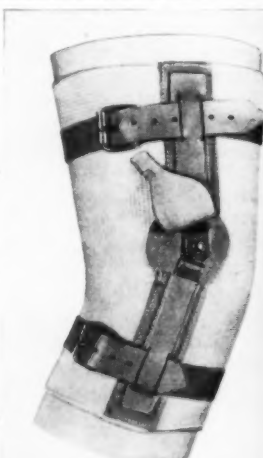
Inside-Out

Following the teaching of the pulling technique, the next instructional area is the remaining half of the lateral opening attack. We have discussed the strongest part, the lead post. To make it complete, the remainder of the attack area is cleared

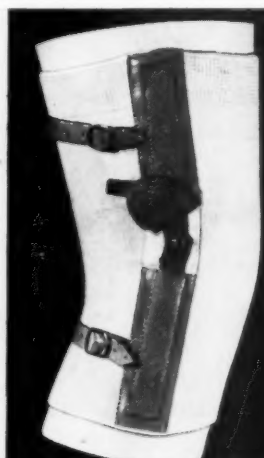


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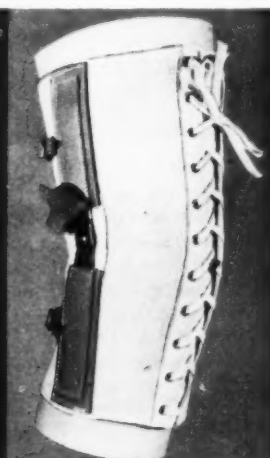
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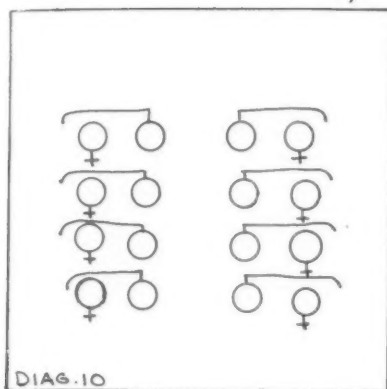
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by a block termed an inside-out. Many people refer to this block as a trap, but in the Delaware wing T, terminology is considered very important, and the name inside-out seems to be best for clarity. Years ago it was believed the best way to beat a double-team and trap offense was either to employ a waiting defensive line or even lay the defensive linemen off the line of scrimmage from one to one and a half yards. With this thought in mind, all instruction on the inside-out block is made by stating that the rule is to

block the man on the line of scrimmage or laying off, the exception being the defensive man who comes across the neutral zone and presents a ready-made target. Delaware linemen are taught that anyone can block a man who conforms with the above exceptional pattern.

Following are the coaching points used in teaching the inside-out block:

1. A good stance, as explained earlier, is essential, and pointing is taboo.
2. Execute the pulling technique, as explained previously.
3. Stay close to the offensive line and gain at least one yard of ground downfield. This makes digging out defensive men who play soft or lay off relatively easy.
4. Keep the eyes open and look for the defensive man who is to be blocked. Run with correct running technique, which does not mean with a wide base of feet spread shoulder-wide or wider. On the contrary, the pulling lineman should run with his feet spread from eight to twelve inches.
5. Head for the center of the body of the defensive lineman. As explained earlier, the defensive man is considered a cylinder and attacked along a radial line at the hip joint.

6. Just prior to contact, dip the shoulders and the hips. The hips are lowered in much the same manner as a bowler lowers his body to release the ball. The back is straight and the head is up.

7. The head strikes the center of the body of the defensive man and slides to the inside (inside being the line of scrimmage side).

8. After the blow is struck, following the dip, the inside-out blocker lifts by forcing his buttocks down slightly and applying a reverse arch of the back. This whole sequence is called dip, hit, and lift.

9. As the head slides to the side, a good shoulder-neck squeeze is applied.

10. The legs are fairly well up and under the buttocks, the head and eyes are up, with the blocker trying to focus his vision on the horizon. This assists in keeping the head up. The inside-out blocker then runs through and beyond his opponent. The blocker should never leave his feet.

Actually, there are three positions where the inside-out blocker attacks the defensive man, but the course the blocker runs always starts the same (Diagrams 11, 12, and 13).

Drills used to teach inside-out

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DIAG. 11



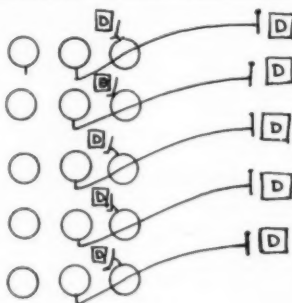
DIAG. 12



DIAG. 13

blocking are as follows:

1. *Five lines* (Diagram 14).
2. *Inside-out under bar*. Place two 4 by 4's in the ground in an upright position and drive spikes into the wood to hold a high-jump bar. Then block inside-out on a dummy placed on the opposite side of the posts (Series C).

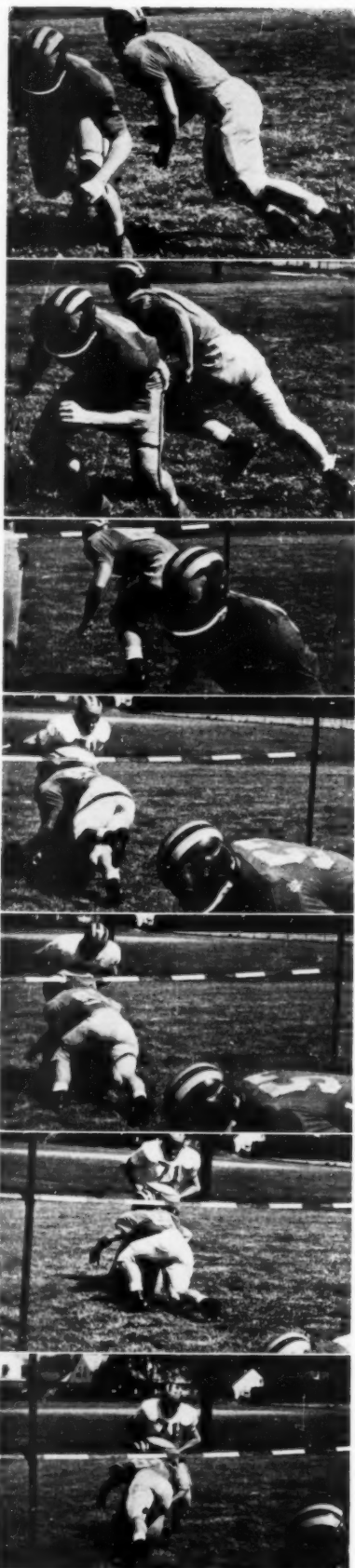


DIAG. 14

3. *Lead post inside-out combination, dummy and live*. It is possible to have as many of these drills blocking either live defensive men or dummies back-to-back as the coach desires. (Series D and Diagrams 11, 12, and 13).

4. *Circular drill*. In this drill the linemen are arranged at four or more positions in groups of four. We conduct this drill both dummy and live. A coach stands in the center, indicates the lead blocker by pointing at him, and the other outside man releases. The center man is always the post. With a show of fingers by the coach, the take-off number is given. Then the coach counts the cadence and the

Series C



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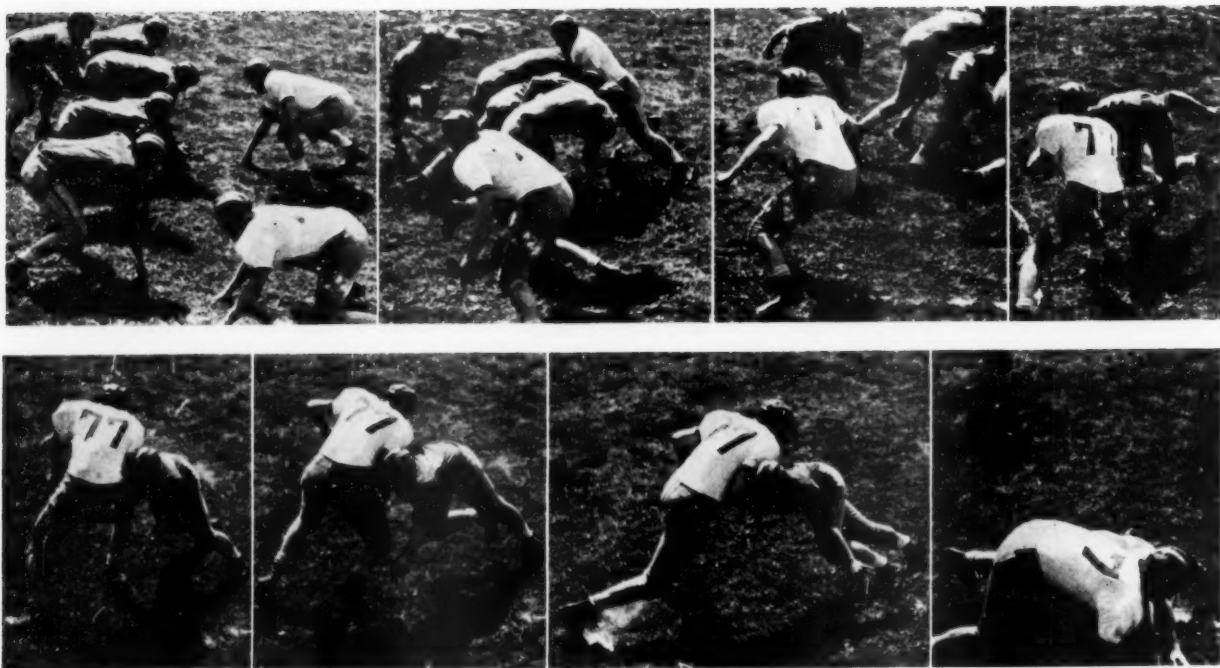
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action begins. The groups are either instructed to execute as the coach faces them or all simultaneously (Diagram 15).

Check Block

Undoubtedly, this block is as important as any of the blocks in the system. It is not a primary block in or out at the hole, but failure to execute this technique successfully causes a great many plays to falter. For lack of a better name, the term *check* has been used. At one time this skill was called a secured block, then a security block.

There are several positions in which the offensive player finds his opponent when he is called upon to perform this fundamental. On certain oc-

Series D

casions the mechanics of the block vary, depending on the player who is using it — a tackle, guard or center. Basically, a check block is executed on at least one defensive man removed from the hole. This block is designed to secure the defender by preventing penetration and eliminating, or at least considerably delaying defensive pursuit.

We will discuss only the check blocks used by the tackle and center due to the fact that those executed by the guard are similar to those of the tackle. The teaching points which are emphasized in the performance of the check block by the tackle will be explained from the following positions: a defensive man head-up on him; a defensive man to the inside with the offensive guard pulling away from the tackle, not behind him; and a defensive player to the outside of the tackle with the offensive end pulling behind the tackle.

A. Defensive man playing head-up on the tackle.

1. All of the techniques of a straight shoulder block should be executed, as explained previously.

2. Make absolutely sure the head is between the man and the hole.

3. The tackle must stay on his feet, maintain pressure with a shoulder-neck squeeze, and work for position to wall off the defensive pursuit angle (Diagram 16).

B. Defensive man playing to the

inside with the offensive guard pulling away (Diagram 17).

1. The first movement must be the pulling technique to the inside.

2. The tackle pulls and practically drives his head into the offensive center, walling off the defensive man. This is called a cross-shoulder check.

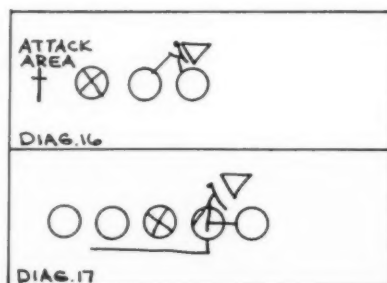
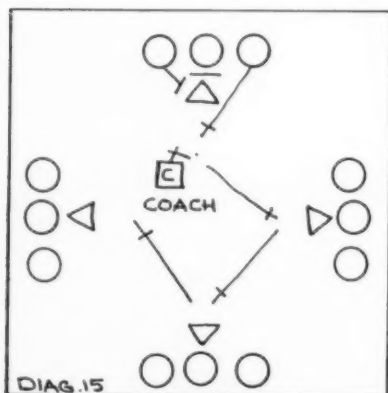
3. Penetration of the defensive lineman must be kept to a minimum.

4. If the defensive man gets any penetration, the tackle must drive him into the center. On occasion this becomes a legal clip.

5. After the pulling technique is used and the head is in position, then the tackle works his buttocks up inside to get the best possible wall-off location (Series E and Diagram 17).

C. Defensive man playing the outside shoulder of the tackle to head-on end.

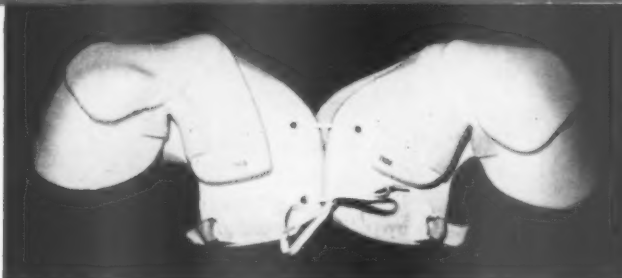
1. The tackle's inside foot is jabbed or set vigorously forward and his outside leg is dropped or swung back as the end pulls behind him. Then the



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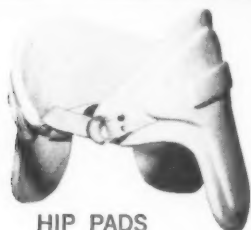
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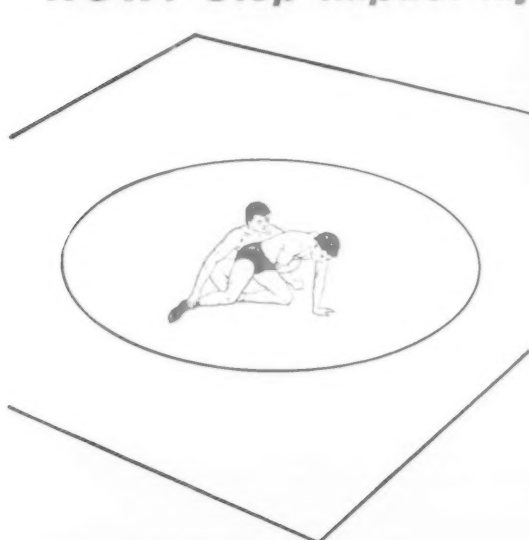


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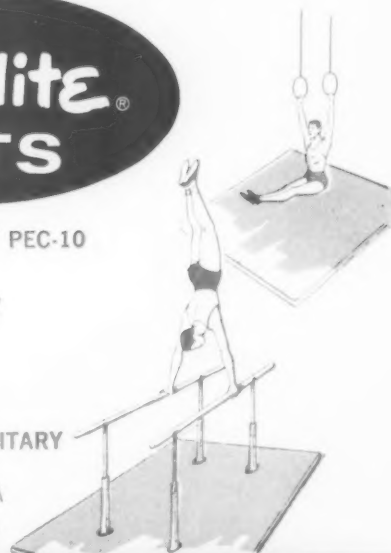
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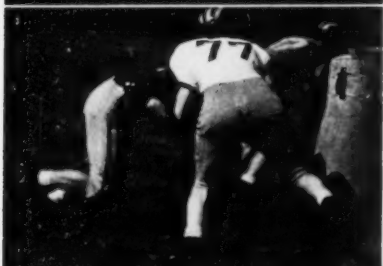
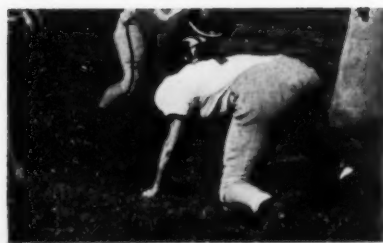
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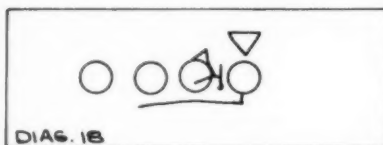
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Series E

tackle picks up the defensive man. Occasionally, this becomes a pivot block, which will be explained later. The tackle must maintain position to cut off defensive pursuit (Diagram 18).



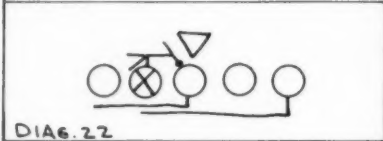
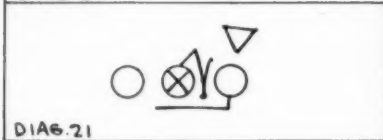
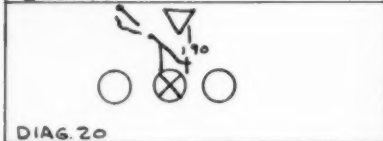
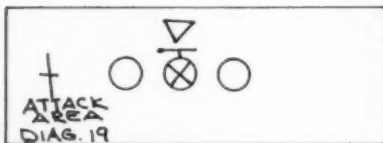
The center also has four types of check blocks. They are as follows: defensive man playing head-on the center; defensive man head-on the center but laying off the line from one to two yards; defensive man head-on the guard with the guard pulling behind the center; and a defensive player head-on the guard with the guard pulling and another line-man pulling in tandem.

Coaching points used in the instruction of these techniques are:

A. *Head-on the center.* Consult the explanation for the tackle because this is the same technique (Series F and Diagram 19).

B. *Head-on the center, but laying off the line* (Diagram 20).

1. The center snaps the ball, hits out one stride, then holds this posi-



tion, which prohibits any stunting into the area vacated by the center if he were to run out and attack the defensive man who is laying off the line. After checking the area, he releases and tries to wall off the pursuit.

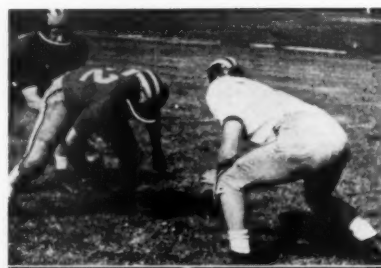
C. *Defensive man playing head-on the guard with the guard pulling behind the center* (Diagram 21).

1. The center steps the foot opposite the guard who is pulling. For example, the right guard pulls behind the center to the left side of the formation; therefore, the center steps forward with his left foot. As the guard starts to clear, the center drops his leg in a manner which would make it appear that he rides his hip on the buttocks of the guard.

2. He picks up the defensive line-man with his head across the man, using a cross-shoulder check technique.

3. He walls off the defensive man by keeping front position and maintaining his feet, thereby fulfilling the

Series F





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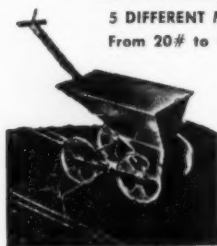
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purpose of eliminating defensive pursuit.

D. *Defensive man head-on with the guard pulling and another offensive lineman following the guard* (Diagram 22).

1. This technique becomes an aggressive cross-shoulder check.

2. Fire right out across the face of the pulling guard.

3. Shoot the head across in front of the defensive man's pelvic girdle.

4. Do not allow the defensive man any penetration because this would force the pulling man deep or even pick him off.

5. The center drives his head across the hole. As contact is made, he swings his buttocks to the inside (line of scrimmage side), in order to prevent, as much as possible, the defensive player from retreating or pivoting out to take off on the angle of pursuit.

Open and Shut Block

This is a block which is used by tackles on wide plays to take a man who is playing head-on or outside the shoulder. It is said that a player will never be asked to block in this style of play without an angle, and if he does not have an angle as the team sets itself, then the draw of the play will present the blocking angle. The open and shut block presents a picture to the defensive man of an internal opening and weakness. As the defensive man begins to take the decoy opening, the tackle comes back on him (Diagram 23). The open and shut teaching points are as follows:

1. Step laterally approximately one foot, swinging the head and shoulder to the outside. At this point the technique closely resembles the basic movement in the early stages of the pulling maneuver.

2. If the right tackle is executing the block, most of his weight is thrown on his right leg.

3. Then the tackle uncoils in much the same manner as would a discus thrower, except from a lower position, and blocks back down on the defensive lineman.

4. The tackle's head is between the defender and the ball-carrier, and then all of the techniques of the straight shoulder block are applied.

Pass Protection

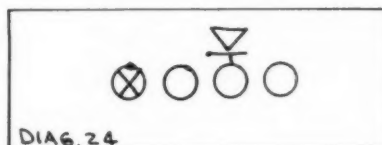
The passing game in this offense is used as a supporting weapon. In other words, the running game is strongly emphasized and the passing game is used to complement it. There-

fore, the passing game is designed to tie in with the running offense and, as a matter of fact, to look as though it were the running game.

Pass protection has been good due to a number of reasons. We have been fortunate in having good passers who do not run out of the protection and who know how to take full advantage of the limited amount of time available to get the ball air-borne. The backfield action simulates a running play and the line protection ties in with the trap offense.

Our linemen block aggressively in order not to reveal to the linebackers and defensive personnel that our five internal men are dropping back quickly to set up a screen for the passer. The pass protection block is one which is termed a pivot block. There are four situations from which the block begins: defensive man head-on, defensive man playing on the outside, defensive man playing on the inside, and a pulling technique used by the guard.

All linemen take an aggressive forward jab step with the inside foot (the center uses either foot) at the in-



stant of take-off, with the exception of the pulling guard. The teaching points for each of the linemen in pass protection are as follows:

A. Tackles. With a man head-on.

1. Take an aggressive step into the defender with the inside foot, driving the head into the defender's solar plexus. Keep the eyes open and head up at all times. Maintain front position and stay on the feet at all times.

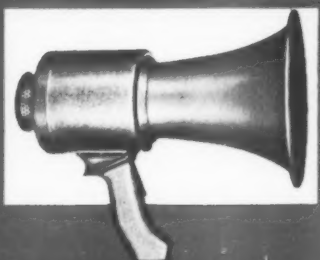
2. The defensive player will take one side or the other. If he takes the inside, the offensive tackle merely rolls his head in that direction and drops his inside leg back and then applies pressure. The tackle should use the defensive man's momentum and his own force to pivot and drive the defender on the offensive center. This maneuver is called *dumping him on the pile*. If the defensive player's action is to the outside, the tackle rotates his head in that direction and drops his outside leg back. Use the defender's momentum to force him outside and pivot him around the protection area. It is important to maintain constant shoulder-neck squeeze. If the blocker loses his equilibrium, he should look for the sky



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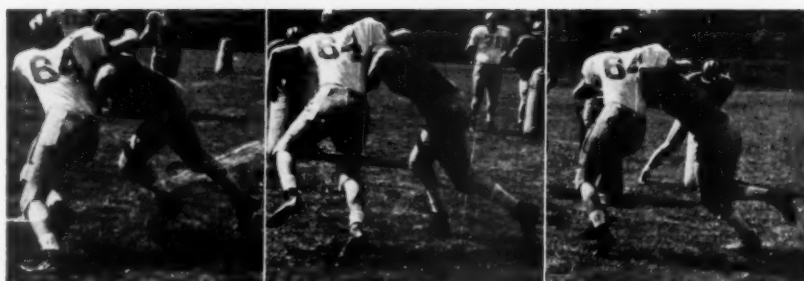
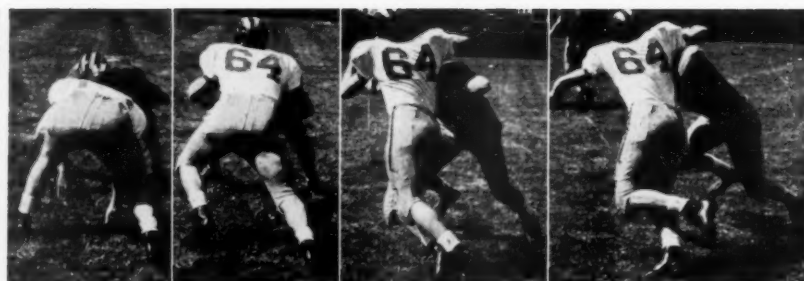
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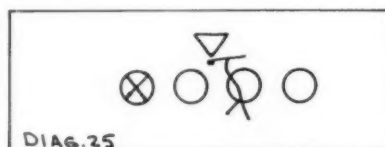
Series G

by snapping his head up. This move-
ment will help him avoid the error of
falling on his face (Series G and Dia-
gram 24).

With a man to the inside.

1. Jab the inside leg forward and
then drop the same foot back. Get the
head in front of the defensive man
and pivot him toward the center.

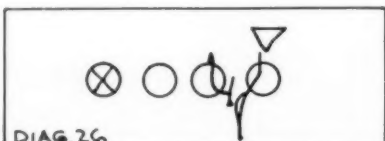
2. Always keep the proper body
angle. The tackle should not merely
lay his head across, but should main-
tain approximately a 45° angle,
thereby keeping a body position
which will be used as a lever (Dia-
gram 25).



With a man to the outside.

1. Jab the inside leg forward and
then drop the outside leg back. Get
the head in front of the defensive
player and pivot him to the outside.

2. Keep the proper body angle and
maintain shoulder-neck squeeze. The
tackle should not attempt to knock

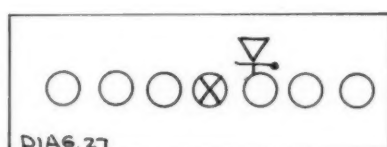


the defensive man down, but should
use the defensive player's momentum
and his own force to push him outside
the pass protection cup (Diagram
26).

B. Center. The same techniques
used by the tackles are employed by
the center (Diagrams 24, 25, and 26).

C. Guards. Man head-on, non-pull-
ing guard.

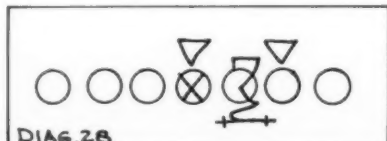
1. The guard who does not pull
blocks a man on him in the same man-
ner in which the tackle executes a
head-on pass protection block. If there
is no one on the guard, he moves for-
ward one jab step, and then drops
back two shuffle steps, looking right
and left, checking the area. This

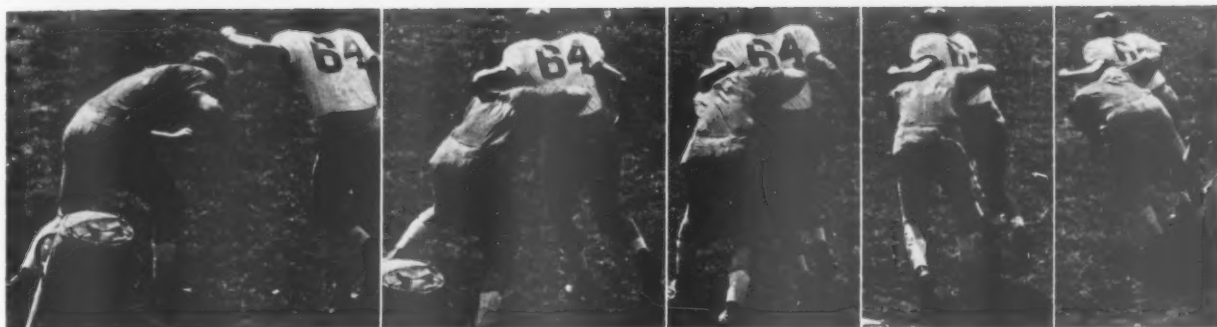


guard might be called the protector in
reserve (Diagrams 27 and 28).

The pulling guard.

1. Execute normal pulling techni-
ques. In the beginning, the maneuver
should appear as though the guard
were going to block inside-out or run
as a personal escort.





Series H

2. Pull to the rear of the tackle and then move under control toward the incoming rusher.

3. Assume a 45° position. Keep the eyes fixed on the defensive rusher. Take the first man on or outside the tackle who comes in.

4. Lead the man a little, in much the same manner in which a duck hunter leads a duck on a profile shot. Do not attempt to knock him down, but gain contact and push with the shoulder.

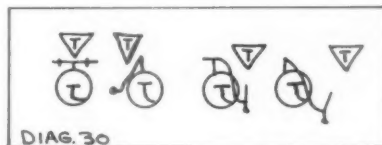
5. Place the head in front of the solar plexus, head and eyes up, and maintain a 45° body angle to the line of scrimmage. This position will prevent the rushing man from taking the inside seam and will give the advantage to apply the pivot block.

6. The guard should keep constant pressure with shoulder-neck squeeze on the defensive player and use this

man's momentum plus his own pressure to force the defender away from the passer (Series H and Diagram 29).

Drills which we use to develop and improve pass protection are as follows:

A. Tackles working with tackles



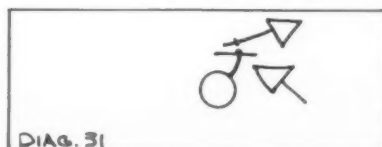
one-on-one in setting up various situations (Diagram 30).

B. Centers use the same drill as the tackles employ.

C. Non-pulling guards,

1. One-on-one drill with a defensive man head-on. This drill is the same as the one we explained for the tackle.

2. One-on-one setup with a man stunting from right or left. The guard will not have a man on him, but a defensive player will charge to him (Diagram 31).



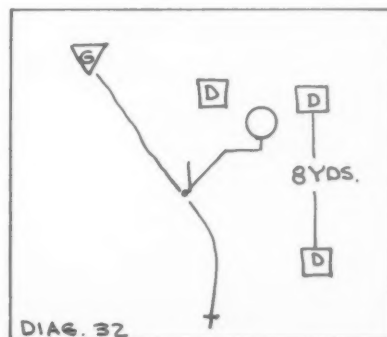
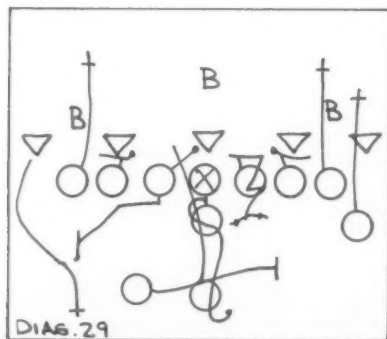
D. Pulling Guards.

1. One-on-one setup. Line up dummies to simulate the offensive center, tackle, and end, as well as a dummy eight yards behind the line to represent the passer who is to be protected. This is always the target for the rusher. The guards pair off and work on the technique (Series H and Diagram 32).

E. Groups of Linemen.

1. The five internal linemen practice live line scrimmage. Set up various defensive alignments and styles of rush. At Delaware many times we use two of these setups, involving at least 20 linemen. Another aid is the use of a stop watch to record the amount of time it takes a defender to put the rush on and tag the dummy setup eight yards behind the center (Diagram 33).

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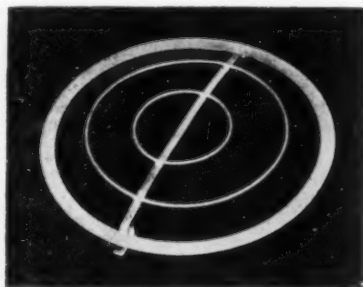
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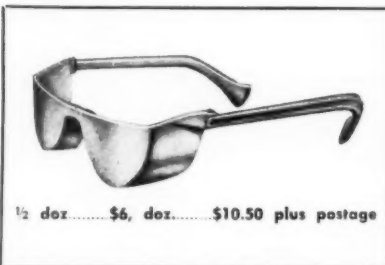
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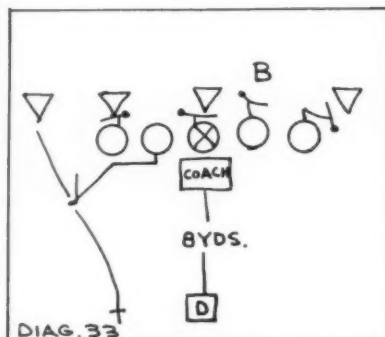
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ant item which all teams can work on and improve. At Delaware everything is done in cadence. Take-off drills are used at every practice. Bird dog drills (taking the first step and holding) are practiced continually, in order to get everyone moving on the snap of the ball. Our staff desires better results in this phase of football. Naturally, much practice and a great deal of attention will be given to this sector of offense.

There are many more drills and considerably more teaching points with a great amount of phraseology which have not been included in this

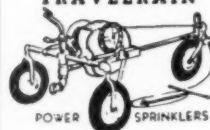


article, since the objective was limited to presenting the reader with a basic knowledge of line play and how it is taught in the Delaware wing T. We hope this material will prove to be of value to those coaches who use a double-team and trap offense or to those few adventurers who have courage enough to attempt it.

It is our opinion that the best coaching jobs are turned out by those individuals who pride themselves as teachers. The better a coach teaches and the more he critically reviews his instructional techniques, the nearer he is to the realization of his aims.

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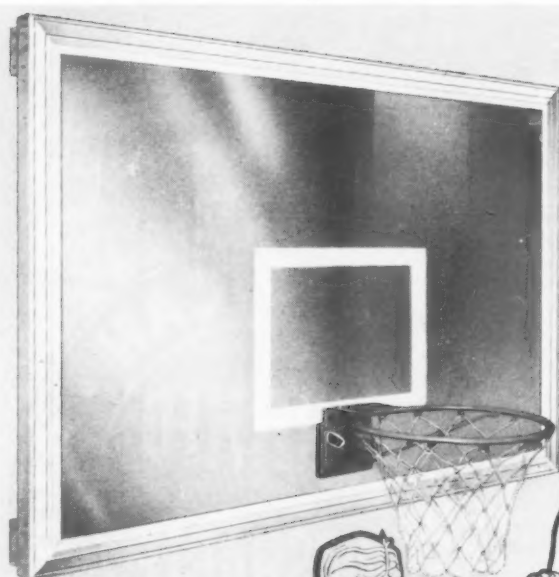
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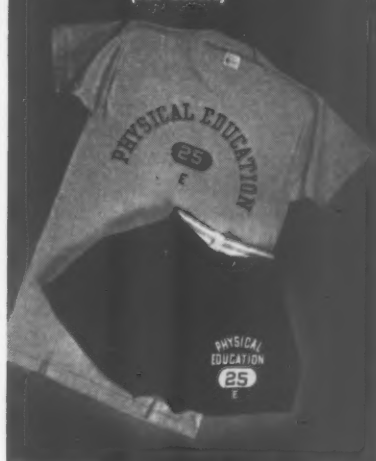


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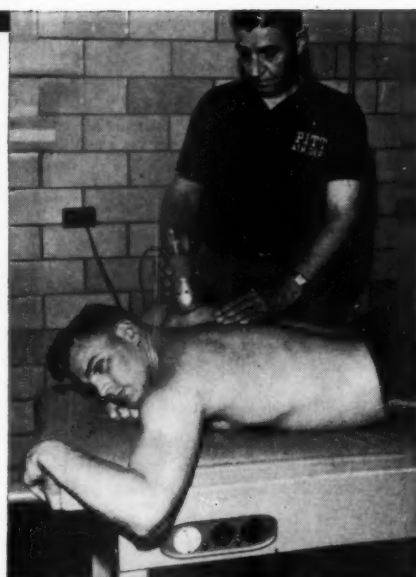
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Our objective is to present as broad a program as is possible for all of our students. We provide competition in outdoor basketball, touch football, softball, volleyball, indoor basketball, horseshoes, archery, badminton, and this year plan to present table tennis and other individual contests in desired activities. The program should be flexible and should permit everyone to participate in all activities.

During the fall months the intramural activities are touch football, softball, and outdoor basketball.

The teams for these sports are organized on the first day of school each fall. Our team members consist of students who are in the seventh through the twelfth grade levels. The seventh and eighth grade students are included for various reasons. One, of course, is to provide for organized play, and another is to provide enough boys for the various teams. Our total number of participants was 60 which included all 38 of the high school boys.

Our organizational meeting is held in the gymnasium with all of the boys lined up according to height. Then they are directed to count off by sixes, thus providing for six teams with ten members each. Each group is then formed in a different area of the gymnasium to decide on a team name and elect a captain. This information is relayed to the intramural manager.

The intramural manager then sets up a schedule for these three outdoor fall activities. We plan to have each team active in either football, basketball or softball every day. Therefore, a great deal of time is spent organizing the round robin in each sport so that conflicts will be avoided.

Then the team captains are oriented on the rules which are listed on the assembly bulletin board for all to see. Our only direction to the team captain is that all members of the team must play at some time or other during the game. This is no problem in either football or softball, but presents one in basketball since only five players on each team are allowed to play at any time. It might be felt that this method would not prove satisfactory since each team would want to win. On the contrary, our team captains have proved to be excellent in handling substitutes and

An Intramural Program for the Small High School

have really helped out in developing interest and ability in the younger boys.

Our intramurals are held during the noon hour and 20 minutes are allowed for each game. The noon bell rings at 11:30 and our games begin at 11:50 and last until 12:10. This schedule allows the students ample time to have lunch in the cafeteria and it also provides a 10-minute period to wash and cool off before classes resume at 12:20. We do not require our students to change their dress for outdoor activities in the fall, but we do require appropriate clothing for winter activity in the gymnasium.

By the second week in October the outdoor leagues have finished and our volleyball and basketball league activity does not begin until November 1, so we have time for individual activities and intramural reorganization. Fall horseshoes and archery are presented for those who are interested during these two weeks, and we busy ourselves with preparations for intramural basketball and volleyball.

Our winter activities are basketball and volleyball.

We plan to provide basketball intramurals through the months of November, December, January, and February and volleyball during the months of March and April. This is not such an intensive diet of basketball as it may seem since the intramurals are held only three days each week. We have organized play for grades one through six on Wednesday and organized activity for girls on Friday. Therefore, our intramurals for boys in the seventh through twelfth grades are restricted to Mondays, Tuesdays, and Thursdays.

Our students are taught to do better than which they might do anyway so we are very insistent that all games are played according to rules. This

JOSEPH RAWLINGS graduated from Hanover College in 1952 where he captained the basketball team during his senior year. His coaching has been done at Flat Rock, and recently he completed work for his master's degree at Butler.

"The intramural sports program seeks to induce even the non-competitive individual to participate in competitive games and thus to get a taste at least of a competitive situation, in the hope of perhaps awakening in him a latent competitive instinct."

ROY BEDICHEK
Educational Competition

By JOSEPH S. RAWLINGS

Athletic Director,

Flat Rock, Indiana, High School

teaching applies directly to basketball and volleyball, since there are only five boys on a basketball team and six in volleyball. Therefore, a reorganization is in order so we call all hands into the gymnasium again to select new teams.

In order to provide one alternate in volleyball and two in basketball, we always allow seven players on each team in both sports. Since height is very important, we direct all of the boys to line up according to height and count off by whatever number



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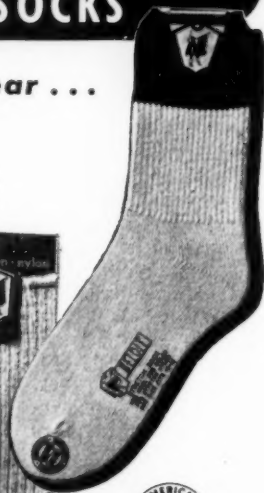
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of teams can be formed by the group of boys. In our own case, we were able to provide nine teams in each sport. The groups are formed and the captains are selected as they are in the fall organizational structure. Then the captains are given the same instructions as were given in the fall activities, rules are posted, and the teams are ready to start play.

However, there are several other considerations for the intramural manager. A round robin schedule must be prepared and posted in the assembly room, in the gymnasium, and two officials must be selected from each team. These officials are selected on the basis of knowledge of the rules and fair-mindedness. Varsity athletes are generally selected for these tasks because of their additional experience and higher standing in the eyes of all the boys. The school officials feel that the intramural program is enhanced by the opportunity given these boys, and we feel that our educational program is broadened by allowing these young people to be governors rather than be governed.

The basketball teams play eight-minute halves with a two-minute rest period at the half. All overtimes are sudden death, with the team scoring the first basket winning the game.

Volleyball games are scored on the basis of 15 points each. The winner is determined by a best two out of three series.

As we mentioned earlier, all students who participate in basketball and volleyball are expected to dress properly for each game. We feel that each student must have gym shoes, athletic socks, a supporter, shorts, and T-shirt. Each student must also have a towel in order that he may shower before returning to class.

The conclusion of the volleyball season in April brings us to the end of the school year as far as team sports are concerned. As warm weather becomes more consistent, we offer badminton, archery, and another horse-shoe tournament.

Records of the winners in all activities are kept and on Honors Day we recognize the championship teams with awards for each member. We feel that the intramural program is an integral part of our school and success in this field is rewarded as it would be in any of the many school experiences. Intramurals build school morale, develop initiative and leadership, and give everyone an opportunity to be a member of a team. In intramurals, participation and competition can be truly blended and the first-class citizen of tomorrow can be developed.

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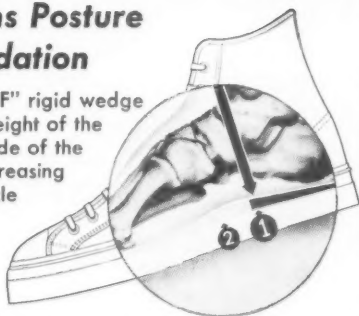
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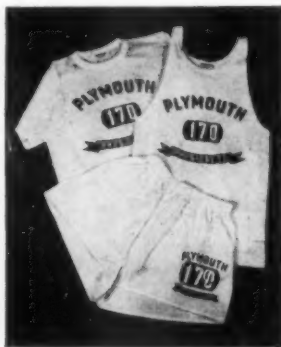
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Mass Line Basketball

By **RUBEN J. TUCCI**

*Basketball Coach,
North Syracuse, New York, High School*

AFTER teaching our unit of basketball fundamentals, we often experienced difficulty assigning each boy enough time to play in order to make use of the skills that were covered. Due to the tremendous growth of our community in the past ten years, the size of our physical education classes increased, while our teaching stations remained static. We needed some method of applying the basketball fundamentals which had been taught in our physical education classes.

Normally, a strong intramural program, and the gymnasium class period provide sufficient time to practice the fundamentals, but in our growth one of the first activities to suffer was the intramural program. Our school bus program functioned on a triple session schedule, leaving very little time for intramurals. We soon found that the basketball candidates were getting behind in the catching and passing phases of the game. After experimenting for some time, our mass line basketball activity was developed. Through the use of this activity, we were able to provide additional opportunity to use the fundamentals and to give our classes good group participation.

Our method of setting up the mass line game is very simple and has proved quite successful. The class is divided into two groups, 20 boys to a side. Each group lines up along the out-of-bounds lines, so they are extended from end line to end line on their own side of the court. One group is given red scrimmage vests, while the other team wears white T-shirts. The lines are arranged according to height to keep a degree of equality throughout.

According to the rules of the game the weaker boy receives a chance to stay with the more skilled. Three players from each side are brought to the center circle where the game official tosses the ball up to begin the game. Players are designated as sideline and center players. The boys who are standing on the sides are called sideline players and the boys in the center are referred to as center players. The purpose of this designation is to help each group understand the specific rules of each position. From this point the rules of basketball prevail with the following exceptions:

1. The center players may pass the ball to their teammates on the sidelines or among the other two center teammates. If necessary, the sideline players may pass the ball down the line or back to the center player until the

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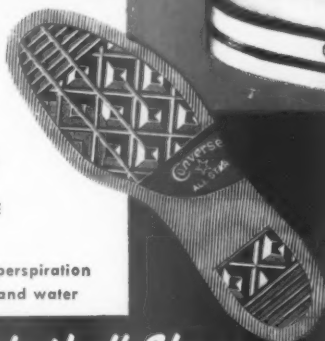
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4. After three baskets have been scored either by one team or by a combination of both teams, the center players return to the sideline team and go to the opposite end of the

5. Sideline players must remain behind the sidelines at all times and they cannot step over the line to retrieve any loose ball. If the sideline player is stationed in the back court, he must pass the ball forward along the line to get it in the front court within the allotted 10-second count. He can neither run with the ball nor move his pivot foot while

FOLLOWING the war, Ruben Tucci competed for three years at Ithaca College and then coached for one year at Split Rock, New York before moving to North Syracuse seven years ago. He assisted in football and baseball and was moved up to head basketball coach a year ago. His team won the League Play-Off Championship this past season.

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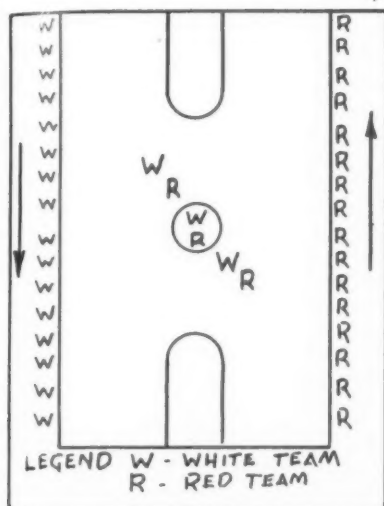


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Mass line basketball helps to teach the players that they must stay alert for the ball because it changes direction very quickly. The game has also proved to be beneficial in teaching man-for-man guarding. With only six players on the floor, the individ-



ual play of each boy is easier to follow, and the players know their definite assignments.

After an extensive building program here at North Syracuse, we have adequate teaching space and our physical education classes are returning to normal. However, our boys still like mass line basketball.

It is our feeling that this type of activity will fit into similar situations. When there are large classes, common sense shows that the time allotted will not be sufficient to give the youngster the proper opportunity to apply or to practice the skills which will enable him to participate as an intramural or varsity player. We also feel that this activity can be carried on in the elementary or grade schools where the youngsters have not as yet developed the coordination necessary to play our highly technical and speedy game of basketball.

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Offensive Center Play

By DONALD E. FUOSS

Football Coach, East Orange, New Jersey, High School

NO matter what offensive formation is used, as a rule, the center is considered to be the most important lineman. The offensive center's position carries considerable responsibility and is the most difficult one to play on the line. He handles the ball first on every play. The center controls the timing of his team, and proper timing is the essence of any offense. In the T formation offense, the center is called upon to perform in a capable manner when he exchanges the ball with his quarterback. In a typical game, this exchange takes place approximately 50 times. If the center is awkward and unsteady, he can cause his team's offense to falter through fumbles, miscues, and poorly timed plays.

In spite of the center's importance to a well-functioning and a smooth-operating offense, if a coach will scrutinize carefully his practice schedule and his center's work schedule over a period of time, he will probably discover that the center receives less attention and less contact work than any other lineman. Through our experience both as a high school and a college center, and as a high school and a former small college coach, we have found this to be the case. From talking with other coaches, and from observing their practice sessions, we know this statement is correct. The centers may not admit it, but they can slough off easier in practice than any other lineman.

A great deal of the time the centers work with the backfield coach and his players. The coach is concentrating on the mechanics of backfield play and tends to overlook the center's work. Unless there is a poor exchange between the center and the quarterback, the work of the center may not be carefully supervised. This is a coaching error and, as a result, the center may develop poor work habits. However, there is more to the prob-

lem. The coach's task is further complicated because of the scarcity of good football drills which involve the fundamentals of offensive center play. Very little material is available on the subject. Specific drills for center play are seldom discussed at football clinics. More drills are needed.

In organizing his practice schedule, a coach must set up and drill his center against every conceivable type of defensive situation that is likely to confront him in a game. Not all coaches recognize the importance of

such organization. One purpose of this article is to explain how we have attempted to solve the problem. Before considering the situations which confront the center and how to drill against them, we should consider his duties, the type of personnel the position demands, the center's stance, his blocks, and the basic principles to which he should adhere in making the most of available practice time.

The Center's Duties

Regardless of the offensive formation employed, the center's principal responsibility is to snap the ball safely to one of the backfield men. His secondary responsibility is to block.

One of the real advantages of the T formation offense is that the center is not a handicapped blocker. When it is necessary for him to look between his legs and pass the ball backwards, his blocking effectiveness is reduced. If he is properly drilled, a T formation center can snap the ball and charge simultaneously. The T center must lift the ball quickly into the quarterback's hands because the instant he moves the ball he can expect contact from his opposition. If the defensive player makes contact before the quarterback gains

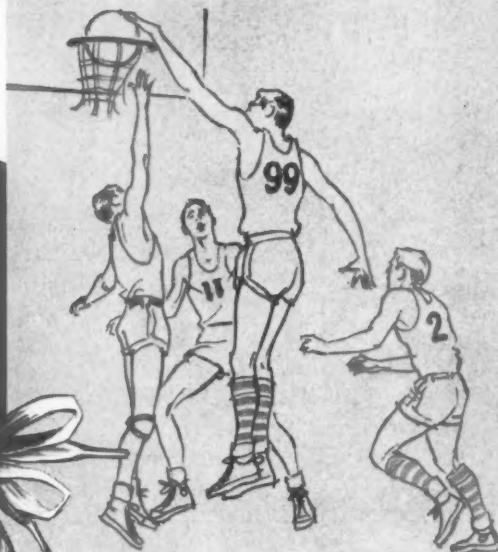
Coaching Points For Improving Center Play and Techniques

When centers are working with each other, or the coach is working with them, they should be checked for the following points:

1. Do not lower the tail as the ball is delivered or the quarterback will be forced into a lower stance.
2. Do not straighten the legs as the ball is snapped because there will probably be a fumble if the quarterback loses contact with the center.
3. Do not twist or turn the ball laterally, but merely flip it over on its long axis on the snap-back.
4. Do not drive the ball back with such force that the quarterback's hands are spread apart. It is possible to snap the ball too hard for the quarterback to handle it safely.
5. Do not make a soft, easy pass to the quarterback to avoid fumbling. Only practice will tell the coach, the center, and the quarterback whether the pass is too hard, too soft or just right.
6. Do not throw the ball to the quarterback. It is a hand-to-hand exchange with the center putting the ball on a spot in his crotch and the quarterback taking the ball from the center's hands.
7. Do not attempt to beat the count by centering the ball too soon. The defense will move on the ball or action; the offense will move on an oral command. The center is hindering the offense, rather than helping it, when he centers the ball on an early count.
8. Do not fail to move forward quickly with a jab step so that the quarterback can operate on the line of scrimmage. Failure to step out will force the quarterback into his own backfield to operate.
9. A center should not charge his man high, permitting him to slide off to the flow of the play. Do not stand up and then charge.
10. Do not wait for the defensive player to show his charge first, and then try to block him. Fire-out aggressively and beat the player to the charge.

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control of the ball, in all probability there will be a fumble or the timing of the play will be incorrect. Some consideration should be given to the selection of candidates for this important position.

Personnel

When considering center candidates, we believe in the philosophy of *building strong down through the middle*. The position demands a good-sized player. Some high school and small college coaches have been successful in using small players at the center position. There have been small guards who achieved great success, but to the best of our knowledge in present-day college football there is not an outstanding small center who is worthy of mention. There are exceptions to every rule, but the center position demands size, alertness, ruggedness, and durability. Usually a center with short arms and short legs is not satisfactory because he simply cannot do the job. He does not have the physical qualifications demanded for the position.

DON FUOSS played center on the 1947 Catawba College, Tangerine Bowl team. He coached at Bethany and Shepherd College before assuming his present position a year ago. His 1955 team at Shepherd was undefeated and untied, and Fuoss was named West Virginia "Coach of the Year."

It stands to reason that a tall strong player will be able to hold his own more readily with an aggressive hard-charging middle guard than will a small player at the center position. If a man over the center can drive the center into the quarterback, he need not vary his tactics because he will literally stop the offense single-handed. A large player at the center position not only protects the quarterback, but he also tends to widen the offense and give the defense more territory to cover. The quarterback can *stand high* behind a tall center. It is advantageous for the quarterback to work from a high stance because he is more relaxed and has a better view of the field and the defense.

Consideration should be given to the *hustler*, if he has the size necessary for the center position. A big slow player at center can cause the entire offense to drag if he is not

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enthusiastic in his play. Generally, if a center hustles, his team will hustle.

Stance

It must be recognized that there has been and will continue to be a great deal of discussion, argument, and debate among coaches about the best stance, position and width of the feet, amount of weight on the ball, grasp, exchange with the quarterback, and other mechanics of center play. After some experimentation most coaches like what they do best.

With the exception of the pass for punts, for the most part a T formation center makes one type of pass. The snap-back to the quarterback is very important for obvious and other reasons mentioned previously. The center must start with a comfortable stance from which he can carry out his duties of charging and blocking, after executing a successful snap-back.

Three types of stance are employed in present-day football. In the first, the center's right foot is placed slightly forward and his left foot is back; second, the left foot is slightly forward and the right foot is back; third, the feet are parallel and even in a square stance.

In the first stance, where the right foot is slightly forward, a number of coaches feel the center's right arm will be free to snap the ball to the quarterback without being blocked by the thigh of his right leg. They maintain that if the right leg is back, as it is in the second stance, it will come forward at the same time the right arm is snapping the ball back. The result is a partial blocking of the right arm. This is especially true if the center is using a one-hand pass, which many coaches advocate, and he encounters difficulty getting the ball deep enough to the quarterback. Other well-known coaches advocate the second method for their own particular reasons.

We have experimented with all three methods and at the present time our centers employ a square stance, in which they place their feet even and parallel to each other. Many coaches who use the split T offense believe this stance permits the quarterback to step into the line quickly. From a square stance the center can step quickly with either foot, depending upon the direction in which the quarterback operates.

The center's feet should be approximately shoulder width, and his weight should be forward on the balls



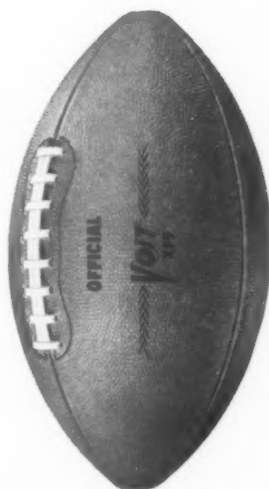
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of his feet. Both heels should be slightly off the ground. His ankles and knees should be bent to produce power in the forward charge. The center's back should be straight with his hips, shoulders, and head in the same relative plane. His head is up and back so that he can look downfield. His tail may be slightly lower or higher than his shoulders, whichever position is the most comfortable. Using a two-hand exchange, the center is instructed to place the ball directly in front of his nose and as far forward as he can comfortably reach. When the linemen line up on the back tip of the ball in this extended position, the quarterback has more room to operate down the line. When the ball is in close and almost directly under the center's head, the linemen are bunched in their stance and the quarterback's lateral movement is impeded. We want the center to have as much weight forward on the ball as the other linemen have on

the hand which is on the ground. If the center places the ball forward and takes the recommended position, he is forced to place weight on the ball.

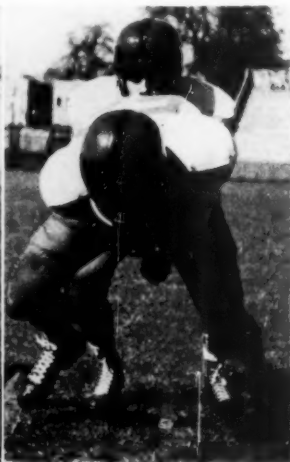
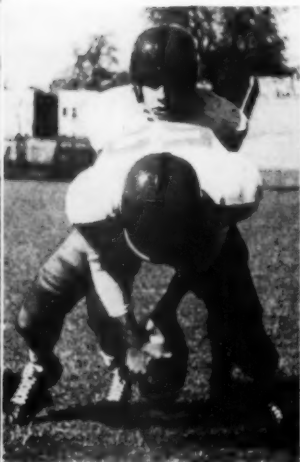
As the quarterback receives the ball from the center, we want his fingers to be on the laces so that he can pass quickly with little adjustment of the ball. The center adjusts the ball before he centers it. He places the laces on the right side, assuming the quarterback is right-handed, pointing to and parallel with the right sideline. The center has his right hand on the right front part of the ball and his fingers curved naturally. One or two of his fingers will be on the end of the laces of the ball. His left hand is placed near the left rear part of the ball, and both thumbs will cross over a seam on the ball. The center turns the ball on its long axis one full turn as he lifts it quickly to the quarterback's hands, that is, the front tip of the ball will be pointing to the rear as the center snaps it to the quarterback. With approximately half of his weight forward on the front tip of the ball, the center's first movement should be forward. With practice he should be able to snap the ball and charge simultaneously (Series A).

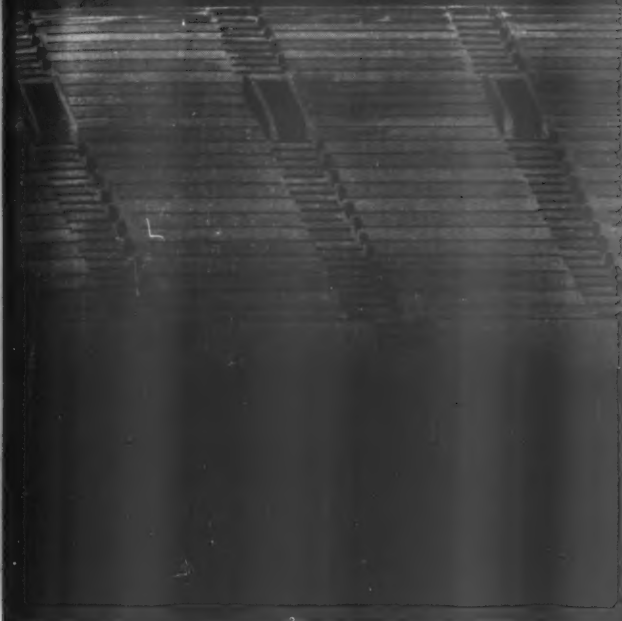
Whatever stance the center employs, it must be comfortable, solid, and afford him freedom of movement when he is making the pass. Two teaching and coaching techniques are suggested. Some coaches have the centers check their stance before a large mirror in the locker room. We have never employed this technique, but those coaches who have claim it is most satisfactory for improving center stance. (Editor's Note—See the use of mirrors as pictured in the Lude article in this issue.)

We saw the other technique demonstrated several years ago at the University of Maryland football clinic. When teaching the center and the quarterback the proper ball exchange, merely reverse the procedure and have the quarterback holding the ball in the center's crotch in the position he would like to receive it. It is necessary for both men to be in their regular positions with the quarterback crowding the center. The quarterback holds the ball in the center's crotch in the desired position. Then the center reaches back and places his hands on the ball. In this position the backs of his hands will be facing the ground. He merely *unturns* the ball, places it on its front tip, and brings his hands and the ball to the position described previously. Now the backs of the center's hands will be up. If the center and the quarterback will practice this procedure several times before snapping the ball in the conventional manner, the center will get the feel of how and where the quarterback wants to accept the ball on the exchange. As a coaching point, instruct the quarterback to adjust on the center's height and stance rather than have the center adjust to the quarterback's position. It is the quarterback's responsibility to conform to the height of the center's tail, since the center has blocking responsibilities, rather than vice versa.

The quarterback should place both of his hands forward in the center's crotch so that the second joints of his thumbs will be in the middle of the center's crotch. His thumbs should be together, his fingers spread, and his hands in a natural cupped position. On the exchange, the quarterback wants to take the fat part of the ball, with the fingers of his right

Series A

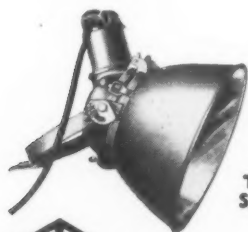




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hand contacting the laces immediately on the exchange.

It is important for the quarterback to maintain pressure on this spot in the center's crotch until he receives the ball. As the center charges, the quarterback should move forward with him until the center places the ball in his hands. The center must know the quarterback's hands will be at that spot, even though the center will be moving before the snap is completed. The center should be able to charge forward in any direction he desires, and it is the quarterback's responsibility to follow him and receive the ball. The centers and quarterbacks must practice exchanging the ball until it becomes automatic with them.

Blocks the Center Must Execute

The T formation center can concentrate his entire attention on the opponent who is to be blocked. One distinct advantage the center has over his opponent is that he knows exactly when he is going to snap the ball. The center should always be able to beat his man to the charge since the offense moves on an oral signal and the defense reacts to the movement of the offense or the ball.

Most coaches feel that blocking is about 99 per cent desire on the part of a player to beat his man and to get the job done. The T formation center should know that because of the offense employed he is not a handicapped blocker. He should be as effective a blocker as the other linemen, without making any sacrifices in the center-quarterback ball exchange.

A center is called upon to block on the line of scrimmage, to block back off the line of scrimmage, and to block beyond the line of scrimmage or downfield. In his practice plans, a coach must incorporate drills that will cover all of the situations a center is likely to encounter in a game.

Drill Organization and Practice Principles

When he is working with a small group of players, one coach can concentrate on center play, or he may add the guards, tackles, and a player to receive the ball and to work on interior line play. The drills which we will explain were designed with both thoughts in mind. These drills are competitive in nature and are set up to practice live scrimmage under simulated game conditions. However, the danger of a full speed practice scrimmage is eliminated.

It is not considered advisable to permit a center to block without passing the ball first. He is not going to do this in a game. Conversely, a center should not pass the ball unless he is prepared to charge and block a man or object in front of him. The coach wants him to charge and block in a game. A manager or substitute player holding a dummy in front of the center can offer him some resistance as he snaps the ball. He need not block aggressively every time, but he should meet resistance most of the time. If the centers will adhere to these principles, their play and techniques will improve.

When the centers warm up, they can practice the exchange and timing among themselves. One center can snap the ball to another center who will accept it as the quarterback. The third man will hold the dummy and offer resistance. After a half dozen exchanges, the players can rotate clockwise. The bag may be removed and the same three centers, or the regular interior linemen and a quarterback, can practice blocking against every conceivable defensive situation. Practice for these drills may be divided into parts devoted to blocking on the line of scrimmage; blocking back off the line of scrimmage; blocking beyond the line or downfield; and centering for the punting game.

Drilling the Center For Blocking On the Line of Scrimmage

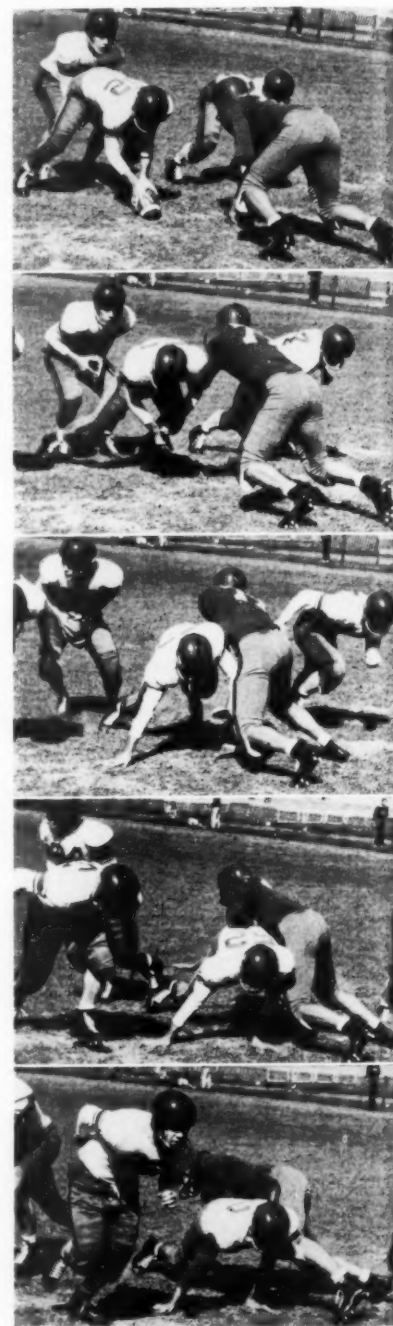
In a sense this terminology is a misnomer because the center should, as a rule, block beyond the line of scrimmage. The most difficult block the center is called upon to execute is when a man is playing him nose-on and is a hard charger. If the player is successful in driving the center into his own quarterback, it is likely that a fumble or a poorly timed play will be the result. Therefore, the center must meet his man on the other side of the line of scrimmage, as must all split T linemen, if the offense is to operate successfully. Any play up the middle demands a key block on the part of the center.

Using 100 per cent determination, the center must charge forward to whip his opponent with more than just a straight shoulder block. He should explode and try to blow past this hard charger, hooking him in the crotch with his off knee, and getting his head and shoulders beyond him and between his man and the intended path of the ball-carrier (Series

B). If the center performs the block correctly, he will eliminate the opposition from the pursuit pattern. Drill 1 shows a hard charger head-on the center. The interior linemen in the drill are shown in Diagram 1.

A player who is head-on the center may use a controlled charge by hitting and floating on the line of scrimmage, as shown in Drill 2. This would probably be the case in an eagle or

Series B



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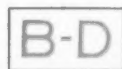
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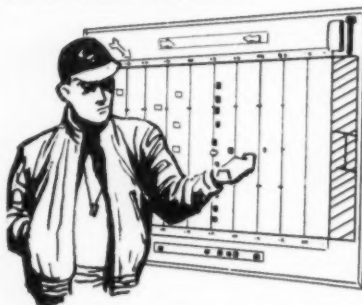
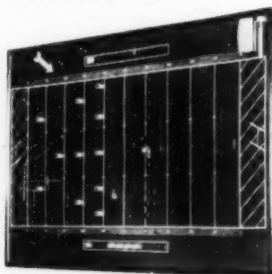


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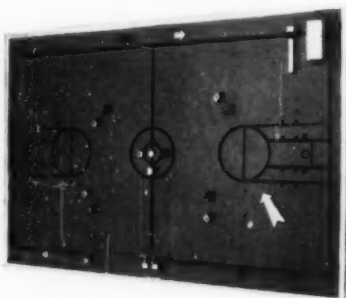
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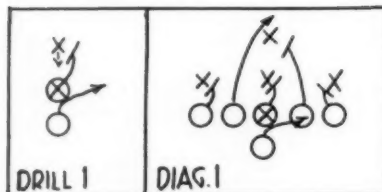
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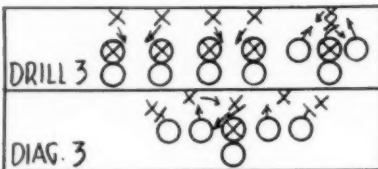
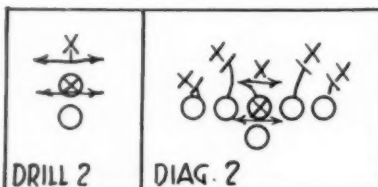
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5-4 defense, as shown in Diagram 2.

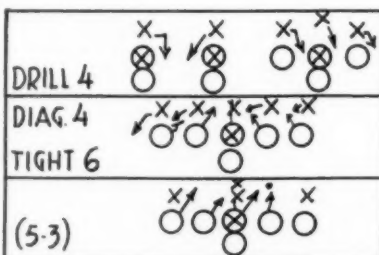
If the defender over the center is varying his charge by favoring his right or left shoulder or by shooting into the gaps between the center and his guards, as shown in Drill 3 and Diagram 3, he can cause the center trouble. The center must not hesitate and wait for the defensive player to show his charge first before he charges. He must fire-out aggressively to get his man. Also, the guards



will have to adjust on their splits so that the defender or defenders cannot shoot the gaps. If the center charges aggressively, and the guards are not over-splitting, they should catch the stunters coming into their respective blocking areas.

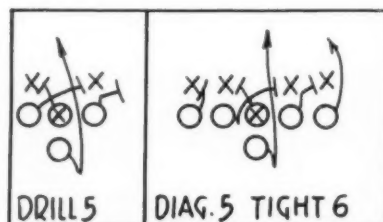
In order to kill stunts, loops, and slants the center and other interior linemen must be drilled in wedge blocking (Drill 4). As shown in Diagram 4, the center may not be the apex of the wedge.

A center should be taught and drilled to hold his own with a player in each seam or gap. He must move forward and fill the hole. The guards



should tighten their splits and either wedge or reverse shoulder block. A gap 8 or gap 6 defense is an illustration of this situation, but it is not necessary to show the drill with a diagram.

The center should be drilled in blocking to his left and right as a check blocker (Drill 5 and Diagram

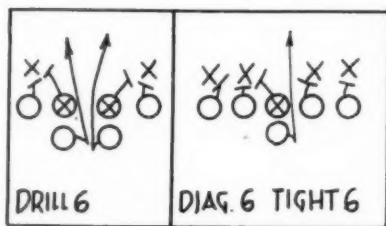


5) or as the driver in a double-team post-and-drive block (Drill 6, Diagram 6).

As a driver on the double-team block, the center must move his man laterally or peel him back into the line, either isolating him or keeping him out of the pursuit pattern.

If the center is the post on a double-team block, he must charge out aggressively and neutralize the charge of the defensive player. He must be careful he does not drive the man too deep and away from the driver, his offensive teammate, whose job it is to move the man laterally. It is not necessary to illustrate the center's block on this play, but it should be taught and drilled.

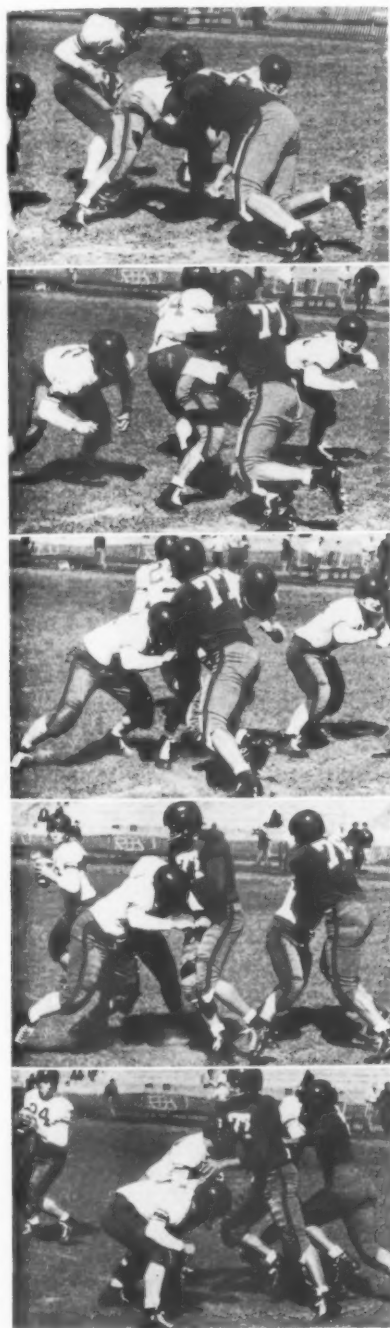
A center should be drilled to block the defender who tries to submarine



and go under him, or one who tries to leapfrog over him. He should also be drilled to study the player he is going to block. What is the nature of this player's charge? Does he react quickly or slowly? Is he a blaster, a hard charger who seldom varies his charge? Is he a floater, one who hits and slides? Is he a waiter, one who hits and steps back? Is he down in a low four-point stance, weight forward? Is he in an upright stance? If he is in the four-point stance, he is probably a blaster; if he is in an upright stance, he is probably a floater.

Does he guess on the play? Does he favor charging to his right or left side? Does he slant or loop? Is the center able to detect when he teams up with the linebacker, etc? How does a 5-4 man over the center play? What are the duties of a middle guard on the eagle defense? How does a 6 umbrella linebacker play? The defense dictates to some extent how the defensive player should react. Since the

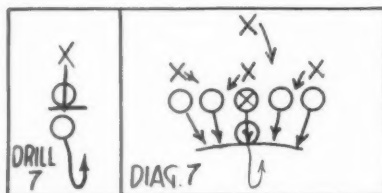
Series C



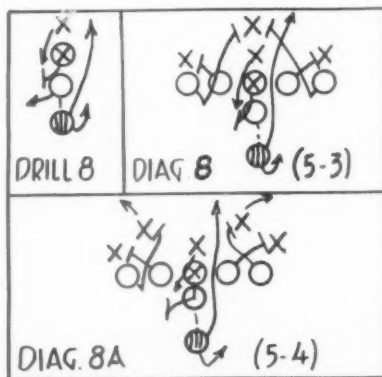
offensive center knows the starting count, and if he is familiar with the defenses, he should have some indication what his particular opponent is going to do before he actually does it.

Drilling the Center For Blocking Back Off the Line of Scrimmage

This particular category may seem unusual, yet the center does come off the line of scrimmage to block in specific situations. On an action pass the center fires-out aggressively and blocks beyond the line of scrimmage. On a name pass, using cup protection, the center steps out to clear the line, then retreats back several steps to form cup protection for the quarterback. The defenders are coming to the offensive men, rather than vice versa. The center must maintain a good football position in order to get the job done. Drill 7 shows the center practicing blocking and using the pass block. Diagram 7 shows the interior line-men protecting against the shooters (Series C).



If the draw play, off the center's block with a player head-on is run, the center must be drilled to come back off the line, faking a high pass block. The center leaves a slight alley open for the rusher to come through. This maneuver makes it appear as though the center has failed in his block and usually the rusher will come through the gap. The center merely bumps him in the direction he is already going, and the fullback,



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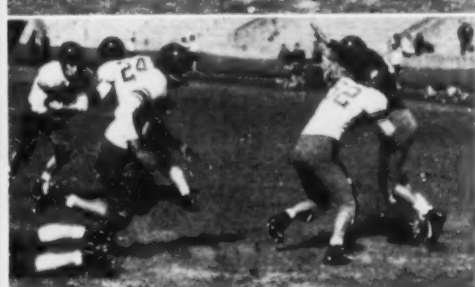
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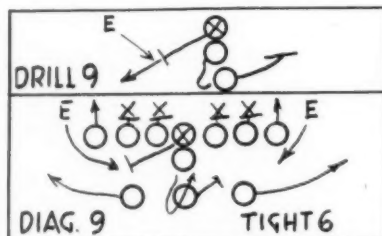
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who is waiting, breaks off the center's block with the ball. The timing of this play is very important and should be practiced with all of the interior linemen, the quarterback, and the fullback. Drill 8 shows the center working by himself, faking the pass block and then bumping the rusher to the left side. Diagram 8 and Diagram 8A show the interior line blocking against 5-3 and 5-4 defenses (Series D).

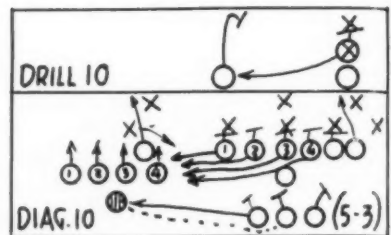
Most single wing centers and some T centers, when playing against an even defense, are required to block the off-side defensive end on a pass play. With the fullback or halfback blocking to one side and the center protecting the passer on the other side, four players are able to get out into the offensive pass pattern. The center must take the rusher at a sharp angle, removing the inside path to the ball-carrier. Drill 9 and Diagram 9 show the center's protection which consists of forcing the rusher to the outside away from the passer.



If the center is used in the screen pass protection on the side, he must be drilled to block out, count off, come back and set up on the side, and then block downfield. Drill 10 and Diagram 10 show the center and other linemen setting up on a typical screen pass on the side.

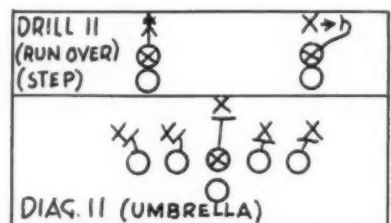
Drilling the Center For Blocking Beyond the Line of Scrimmage Or Downfield

The center may have a man head-on but off the line of scrimmage, as in a 4-5, 6-3 or 6 umbrella defense (Diagram 11). According to Drill 11, the center should be taught to charge low and aggressively and try to hit the defender in the mid-section. If the defender is in a low crouch, the center will probably have to dip under his block protection in order to get him. This is a difficult block for the center because it is difficult to contain a good floater. A good

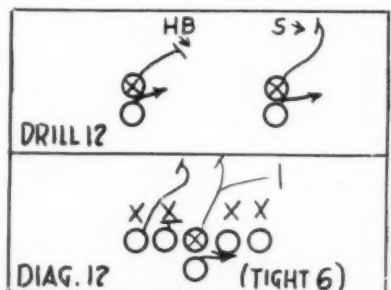


floater will slide quickly as the play shows. Some coaches have their center step for position on this man off the line with the intention of intercepting him as he floats. While this maneuver is good, we tell our center to sprint right over the top of this man. In our opinion, if we can merely engage this man with an aggressive effort, this maneuver will be as effective as any we can use.

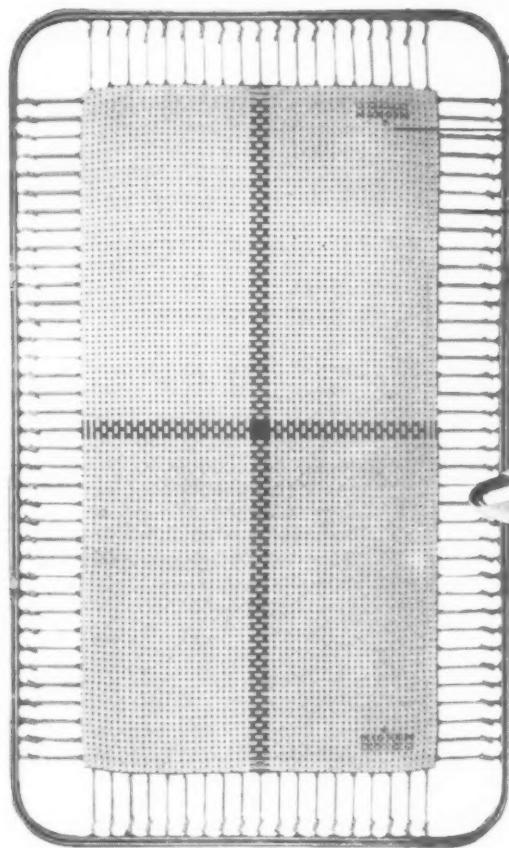
Releasing the center downfield when no player is on him, appears to be an easy assignment on paper. However, the center may be the reason for the success or failure of a downfield



blocking attack. If the center releases quickly and blocks to the on-side of the play on a defensive back, he is not likely to cause congestion with the other off-side linemen who are going downfield. However, if he is blocking back to the off-side of the play, the center can ruin the blocking of the entire off-side by running into them. When blocking to the off-side, the center should step first toward the on-side before peeling back to the off-side, in order to give his off-side teammates time to clear the line of scrimmage. Drill 12 and Diagram 12 show



Series D

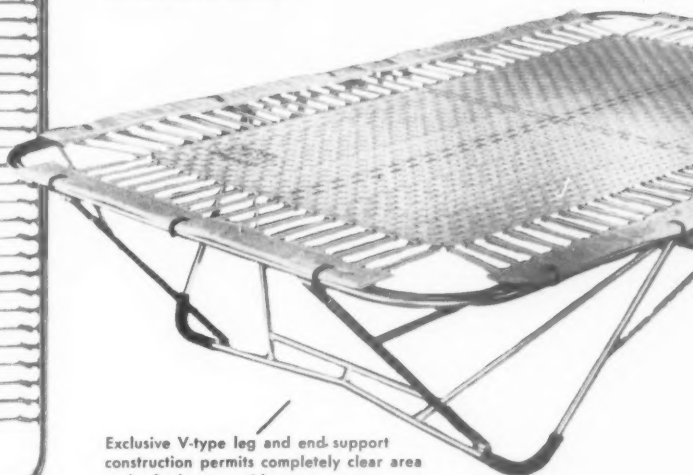


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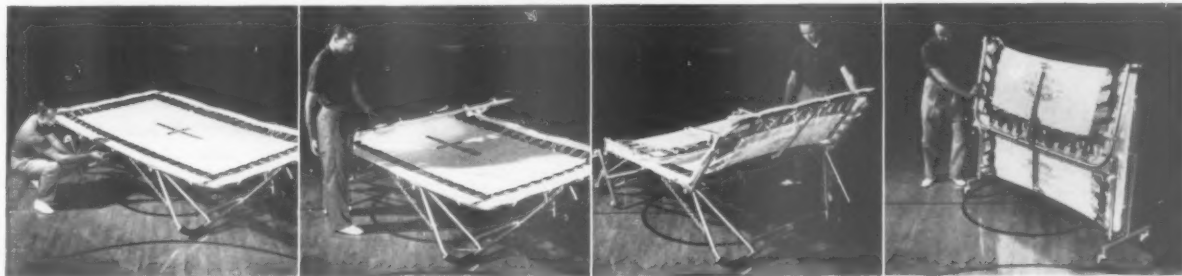
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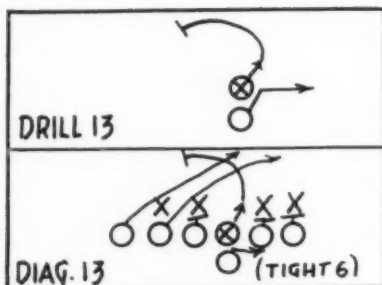
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the center releasing immediately and blocking the defensive halfback on the on-side. In Drill 13 and Diagram 13, the center is shown peeling back to the off-side, after stepping first toward the on-side, and giving his teammates time to clear the line.

If the guard's man reacts quickly and the guard is unable to keep him out of the pursuit pattern, the center and guard can merely exchange assignments. The center checks the guard's man because he has a good angle on him, and the guard steps behind and releases downfield (Drill 14 and Diagram 14).

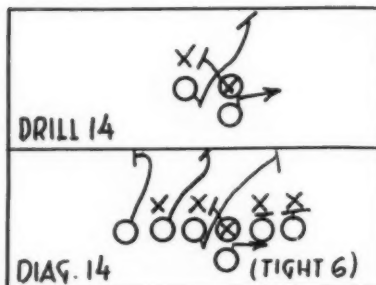
If an offense includes a reverse play from the T formation, or any other play where the center goes

across the line of scrimmage and then peels back to contain a man, time should be allowed in the practice schedule and organization for the center to practice this technique. It has been stated frequently, *Never use a play you do not practice, and never practice a play you do not intend to use.*

As the center releases from the line of scrimmage, we stress the importance of his maintaining a good football position, which is head up, tail down, feet driving at shoulder width, using the hands and arms to run and maintain good balance, and keeping his body bent forward slightly at the proper body angle. As he approaches a defensive back, the center should endeavor to run right through him with a straight shoulder block. In spite of the effectiveness of a well-executed roll block, we do not stress it for several reasons.

First, the blocker is likely to leave his feet too soon and miss his man completely. A blocker is able to maintain better control of his body and can react to changes in the defensive back's direction more quickly when he is running under control.

Second, if the blocker should leave his feet too soon, the defender can



merely step out of his way or play off him with his hands, and react quickly to the ball-carrier. When this situation occurs, there is the added danger of the blocker rolling into the back of the defender's legs as he turns to pursue the play. In this situation, we have experienced a number of penalties for clipping from the rear, and have changed to the straight shoulder block.

Finally, if the downfield blocker engages the defender with a straight shoulder block, this block should be sufficient for the ball-carrier to break by the intended tackler. When the blocker is running directly at the defender, he is forced to react to either side or straight back. If he favors

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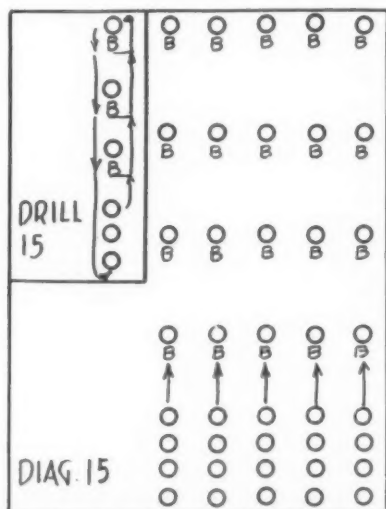
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either side, we hope the runner has been drilled sufficiently to break to the opposite side with his blocker between himself and the defensive man.

When using a straight shoulder block, we have found Drill 15 to be most helpful. The player who is holding the bag moves toward the head of the column. When he reaches the first bag, after the player blocks it; he moves to the end of the blockers. The center passes the ball to the man behind. He moves toward the rear of the column. When he blocks the last bag, he picks it up and starts working toward the head of the column again. Dummies and columns may be arranged so that the players block at an angle.

Diagram 15 shows an entire squad of 45 players using 25 dummies, with one man holding each dummy, and five lines moving forward to block the dummies. Of course, any number of players and dummies may be used in this drill.

From his starting position, a player sprints at full speed toward the first bag in his row and executes a straight shoulder block on the bag and the man who is holding the bag. He gets up quickly and sprints on to the next bag, etc. When he reaches the end of the column, after he has blocked the last bag, he starts up toward the front of the column by holding the last bag first, then moving up one bag each time as a man blocks the bag. As a player reaches the front of the column, he goes to the end of the line of blockers. All players move on an oral command of the coach who is in charge of the drill. Players must hustle in the blocks and the men moving up to hold the bags must hustle or the blocker will run right over



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them. We have found this drill to be excellent as a conditioner and for morale. The bags and lines may be rearranged to simulate and practice blocking at an angle in open field.

We have found it desirable to work all of the centers with all of the different quarterbacks. Some centers work better with one quarterback than another. In practice we work the third center with the first quarterback, the second quarterback with the first center, etc. In a game we generally warm up and substitute a center and quarterback together. We have them practice together on the sideline, checking their timing and ex-

Series E

change, before they are substituted together in the game.

Drilling the Center For the Punting Game

In spite of the emphasis on ball control and possession in present-day football, if the opposition is of equal strength, a team is going to be forced to punt approximately six times per game. If a T formation team reverts to the multiple offense, a direct pass to the fullback through the quarterback's legs and/or a quick kick, the

center must use a different type of pass from the one used previously. On extra point attempts a center must use a between-the-legs backward spiral pass. Many a center who performs excellently in the T formation offense with snap-backs to the quarterback, and close-in blocking when he can see and concentrate on his opposition, is highly erratic when he must lower his head and pass the ball to a back who is more than seven or eight yards behind the line. Yet the center is the vital man in the punt because he must get the ball to the punter with a fairly strong pass. The center's first responsibility is to make a good pass,



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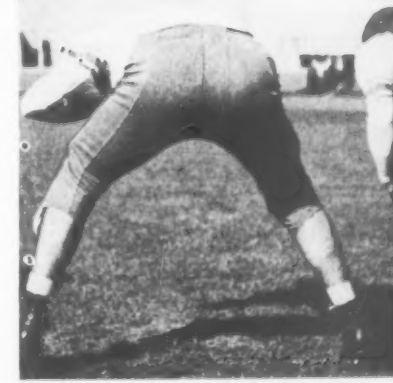
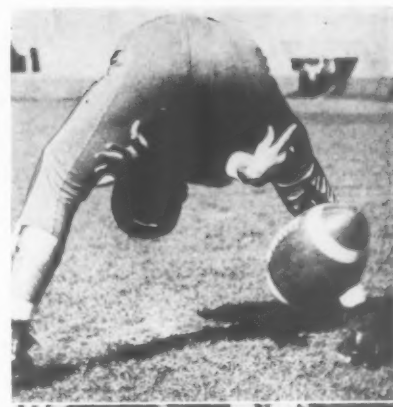
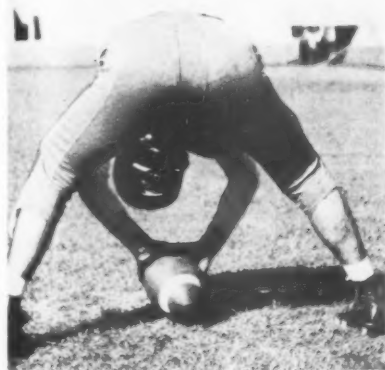
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and then to block. Whether the coach advocates the T punt, the tight and/or spread punt, the center must be drilled thoroughly in the fundamentals and techniques of this important phase of the game.

The stance for the T punt, the tight, and the spread punt is different from the regular split T stance which was described previously. A center's feet are wider, his tail is lower, and little weight is forward on the ball. Most of the center's weight is on the balls of his feet, his head is down looking between his legs, and his eyes are on the kicker's hands as his target. His right hand should be placed the same as if he were throwing a forward pass. The guiding hand, the left, may be placed almost anywhere. If the center has placed both hands forward, he can make a harder, faster spiral. Only his arms should move in the actual snap, and in one continuous motion. His tail should not be raised. The follow-through should be made with both hands. As the ball leaves the center's hands, his first responsibility is ended (Series E and F). If he has made a poor pass, it is the kicker's responsibility to get the ball.

The center's second responsibility is to block. He jerks his head up quickly, keeping both eyes open, searching for his opposition. Unless he is releasing downfield immediately to cover the punt, the center should make his man come to him, rather than vice versa. He should not charge forward blindly. If he braces himself and comes up in a pass protection block, he can cover his territory. He must maintain a good position and have good balance. If the defense is showing a team-up, the guards should inform their center who is going to block whom. If the center is pulled for a shooter to go through, there is little he can do except follow his head and whip his feet across the hole. He has a good chance of cutting down the shooter with his feet. In order to block efficiently, the center must practice, practice, and practice.

If the T punt formation is being employed, the center must grip the ball in such a way so he will not give away his intention either to snap the ball to the quarterback or to the deep man. The objective of T punt formation is to make the defense think the offense is going to punt, yet be able to run most of their split T plays. The center cannot use the conventional split T stance and grip on the ball. He must use the



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latter stance which was described in the preceding paragraph. From this position the quarterback can still take the ball in a snap-back and the center can get the ball to the deep man with a spiral pass. If the center uses one type of grip and stance when he is going to give the ball to the quarterback and another when he is going to pass the ball to the deep back, T punt formation is useless. The defensive players will merely key on the center and react accordingly (Series G).

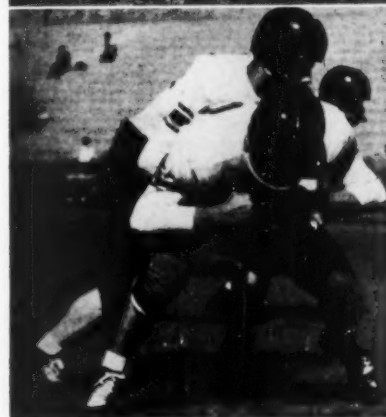
Many of the drills explained previously may be used to drill the center for the punting game. Practice all situations, including gang-ups, pulls, submarine, leapfrog, etc., on the center until he can pass accurately and then protect his area.

When they are under pressure, there are few centers who like to pass the ball for punts. A good T formation center can look very weak when it comes to this phase of the practice schedule. Many centers try to protect this weakness, rather than attempt to improve their faulty play.

Centers, as a whole, make the mistake of practicing centering for punts without wearing helmets. If he permits this mistake to occur, the coach is at fault. The same is applicable to punters, kickers for extra points, holders, and others. The practice principle stated previously, *Every time a center passes the ball he blocks a man or object in front of him offering some resistance*, is also applicable to punt formation. Our centers do not always adhere to this policy

because they slough off for the reasons mentioned previously. In order to impress upon the centers the necessity of being set at all times, and to accept pressure when they least expect it, we will charge into them, trying to knock them back on the seat of their pants. Our purpose is not to embarrass them, although this frequently occurs much to the delight of the other team members, but to keep them alert. The center has more to do than just pass the football, although that is his first responsibility.

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The Basketball Player's Notebook

By WILLIAM E. FOSTER

Basketball Coach, Senior High School, Abington, Pennsylvania

JUST as the textbook assumes a major role in classroom teaching, the basketball player's notebook, when properly constructed and used, could play just as important a role in basketball coaching. Many coaches talk about their inability to teach an offense, a defense, out-of-bounds plays, tap plays, etc., in the few days available before the first game. This situation is brought about in many schools because the basketball coach cannot get his team together until after the last football game. The boys who are on both the football and basketball teams often give the basketball coach too little time to prepare the team for the early-season games. As a result, many coaches are unable to get their basketball teams rolling until the end of December. How can a coach remedy this kind of a situation? If it appears that most of the players are also going to be on the football team and unable to report for practice until the end of November, the basketball player's notebook can be a great help in speeding up the learning process.

Usually, we prepare this booklet before the season begins. Our players receive their booklet as soon as the team is selected. The coach, knowing what type of material he will have in the coming season, can utilize the preceding time for constructing a rough draft of this booklet.

Inside the cover of the player's notebook we placed fifteen pages of information such as training rules

and regulations, diagrams of our offensive and defensive patterns, diagrams of out-of-bounds plays, tap plays, and other useful information. Everything that the coaching staff wants the players to know is included.

The notebook is given to the players on the condition that it is to be studied and the contents learned. In order to check on the learning, short written tests can be given after a definite reading assignment has been made. A test page might include numerous basketball court diagrams. These can be prepared on a duplicator by the business education department. As an example, the players might be asked to diagram all of the out-of-bounds plays that were presented during the preceding practice session. These tests should be corrected, graded, and returned to the players. They take little time from the practice sessions. We find that good results are obtained by presenting the particular play to the squad in the form of slow motion movements while the explanation is being given. That evening the player's assignment is to study the same play in the notebook and write it out several times on the blank basketball court diagrams provided in the booklet. Then the following day in practice, they will practice the play again, this time under game-like conditions.

The content of our basketball player's notebook includes the following:

A. *Title Page and Introduction*. 1. Page one — Introduction and Pur-

pose. The opening paragraph states: *This notebook is provided as a means to help you learn the game of basketball as it is played at Abington High School. Study it at home and in your spare time at school. You will be responsible for it. Be careful that it does not fall into anyone else's hands. This booklet must be returned to the coach at the end of the season. The more you study this notebook and its contents, the more you will learn about our system of play. Don't be discouraged by the length of the booklet. We will take things one at a time and attempt to master them in the same way. Good Luck!*

2. Page two — Schedule. This page contains our complete basketball schedule, including the day the game is to be played, date of game, team to be played, and where it is to be played.

3. Page three — Training and Conditioning. This page contains general and specific rules. Players are reminded of the no smoking rules, that no dates are allowed on the evening preceding a game, at least eight hours of sleep per night are necessary, they must maintain passing grades, use clean practice equipment daily, report all injuries to the coach, etc.

4. Page four — Rule Changes. This page is devoted to the rule changes for the coming season. These changes should be worded carefully so that the players can easily understand them. Also, during pre-season practice sessions, an official is invited to attend practice and explain the rule changes to the players.

B. *Individual Defense*. 1. Man-for-man defensive tips and slides. a. Stance. b. Footwork. c. Hustle.

C. *Individual Offense*. 1. Against a man-for-man defense. 2. Against a zone defense.

D. *Team Defense*. 1. Man-for-man defense. 2. Zone defense to be used. Slides of the zone should be carefully illustrated, showing player positions when the ball is out in front, on the side, in the corner, on the free throw line, etc. 3. Pressing defense to be used.

E. *Team Offense*. 1. Against a man-for-man defense. 2. Against the different zone defenses. 3. Against the pressing defense. 4. Freeze offense.

F. *Out-of-Bounds Plays*. 1. Under-the-basket plays. 2. Sideline plays.

G. *Tap Plays*. 1. Center court plays. 2. Near offensive basket plays. 3. Near defensive basket plays. 4. Tap signals to be used.

H. *The Fast Break*. 1. Filling the fast break passing lanes. 2. Fast break from the free throw line. 3. When

to use the fast break. 4. Importance of the fast break.

1. *Rebounding.* 1. Offensive rebounding. 2. Defensive rebounding.

The preparation of a player's notebook is a very time-consuming job. Some schools may duplicate only their offensive patterns and out-of-bounds plays, or any one or two other phases of the described outline. However, we feel that the complete notebook will do a more thorough job.

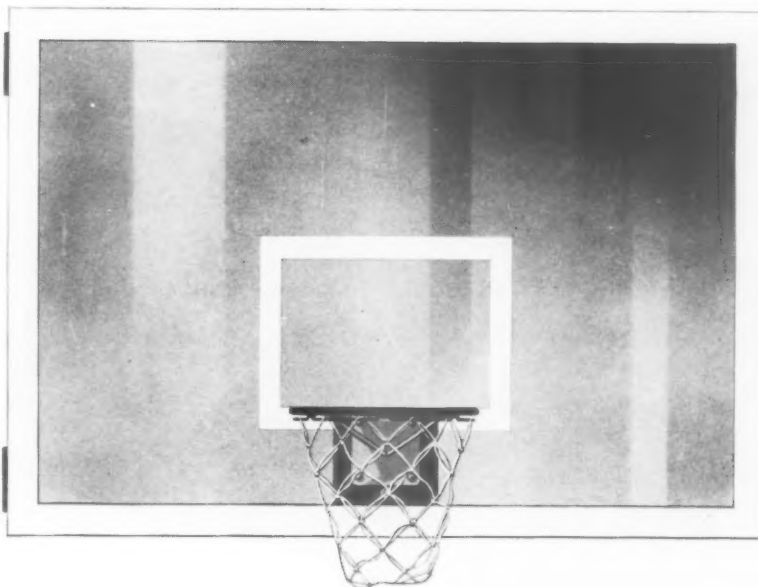
In the preparation of this notebook, care must be taken to insure clearly illustrated diagrams with appropriate captions. Also, care must be taken to insure clear and meaningful terminology throughout the booklet.

When assembling the notebook, it is wise to sit down and talk it over with someone in the business educa-

AFTER competing at Elizabethtown (Pa.) College for four years, William Foster coached squadron basketball in the air force for one year and then returned to his alma mater to coach the junior varsity for the next season. In 1954 he was appointed basketball coach at Chichester High School in Boothwyn, Pennsylvania, where he remained until this past summer when he accepted his present position. Last fall he was co-director of the Jim Pollard Basketball Coaches' Clinic which drew 145 coaches.

tion department — perhaps the typing teacher. He can suggest a student who could complete all the typing and duplicating of this material. This would be a tremendous time-saver for the coach. In order to be effective, the booklet must be typed and duplicated as attractively as possible. Any expense to the coach can be practically eliminated if the school business education department can provide all the necessary supplies. After the work of typing and duplicating was finished, we completed our work by placing the material in a hard-covered binder. This binder gave the players a booklet that was neat in appearance and one of which they could be proud.

In conclusion, we would like to state again that the basketball player's notebook can be a very helpful aid to the basketball coach if it is used and constructed properly. It has been of definite value to us by speeding the learning process and eliminating repetitious explaining of simple phases of the game.



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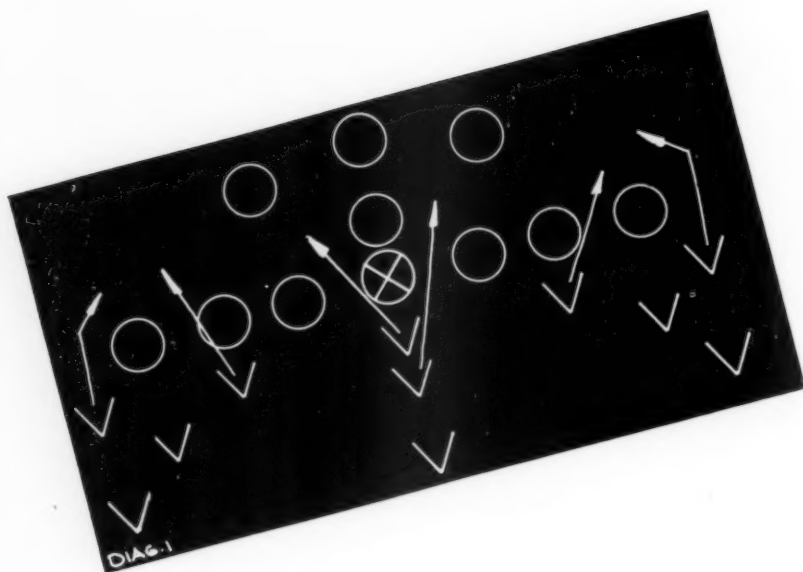
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Meeting the Belly Series

By **WILLIAM M. MOORE**

Backfield Coach, Teachers College of Connecticut, New Britain, Connecticut

THE advent of the belly series as a method of attack in modern football is another example of offensive planning on the part of coaches in order to devise a varied system which places a maximum of strain upon basic defensive patterns. Just as the split T came into prominence after World War II, the belly series is being adopted and modified in rapid fashion by both high school and college coaches. This trend seems to support the argument that present-day football is an offense-packed game and a large percentage of coaches devote considerably more time to offensive planning than to defensive planning. While it is true that the defense must be planned to meet the anticipated offense, more originality and ingenuity on the part of coaches are going into offensive rather than defensive efforts.

While the belly series is difficult to defend in its purest form, it becomes an even greater weapon when it is incorporated into systems such as the split T and various flanker offenses which cause the defense sufficient trouble on their own. Individual responsibility for the various belly plays becomes a must when the

opponent is using a varied offense. Since the belly series is actually a hole-to-hole attack, we feel that each of our defensive linemen and backers-up has a definite assignment and that each should have zone protection uppermost in his mind.

An awareness that the belly series strikes at each hole alerts the linemen to the fact that one defensive position has as much stress placed upon it by the belly attack as another. Too frequently, teams become outside conscious, with the result that the inside is left open to the fullback plays and the inside belly to the half-

back. This is a situation similar to that of defending the split T option and the threat of the long outside play. Very often it is the hole-to-hole attack from tackle to tackle which pays off in consumed yardage although the outside play is frequently the more spectacular.

When we meet a team which uses the belly series along with the split T, some changes are made in our basic defenses. For instance, against the split T, we frequently crash our end on the quarterback and send the backer-up wide. But against the belly, we want our end to play the fullback, if he is crashing, and cover to the outside, if he is not. At the same time, the backer-up has a greater responsibility for the fullback and other inside play and will not cover the outside as frequently. We also want our tackles to play it honest against the belly and fight pressure so they can stop the fullback either to their inside or outside.

During our pre-season work, we stick with our basic defensive patterns and try to condition our ends to react to the option play and to the outside belly. If it is a crashing assignment, they will key on the quarter-

BILL MOORE graduated from Tennessee Tech and holds a master's degree from Tennessee and a doctor's degree from Michigan. Formerly head coach at Shepherd College, he is now backfield coach and head basketball coach at New Britain Teachers College. The New Britain football team has yielded an average of only 100.9 yards rushing per game over the past four years.

back, whether they crash on him 'or on the fullback. If the quarterback is starting to operate along the line of scrimmage, the ends will immediately go for him, but if he penetrates to meet the fullback, the crash will be on the fullback. There can be no hesitation in this maneuver and frequent drill is necessary to condition the end to react properly. As the season progresses, we rely more on scouting reports to tell us the frequency of plays that our opponents use and by applying the information we can help our defense by eliminating crashing assignments if they do not seem feasible.

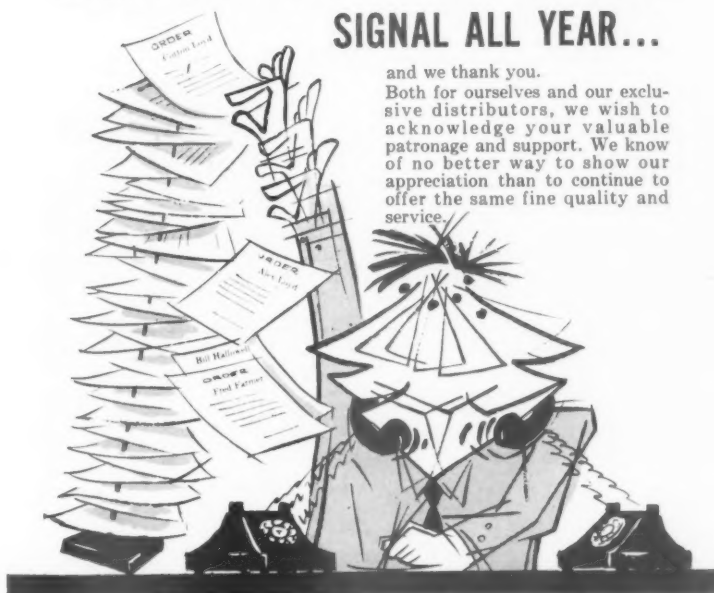
In our drill work, we spend considerable time with the tackles and guards, working on the one-on-one situation. They must react to the pressure of this block rather than to the drive of the fullback or halfback. In fact, we tell these linemen that their primary responsibility against the belly is to meet the pressure. They are instructed not to watch the ride and try to analyze the play by pressure reaction, but to try and outguess the quarterback to see whether he gives or keeps.

Linebackers must be especially wary against the belly lest they go with the first fake by the quarterback and wind up being wrong more than half the time. In our drill work, the backer-up works with the end and if the latter crashes, the backer-up must cover the wide play. Since the end has crashed on the fullback, the backer-up must be alert to the pitch as well as to the keep by the quarterback after the fullback ride. This maneuver is one that is most difficult to operate effectively so we tell our backer-up that the pitch is the play he has to stop. A certain amount of congestion usually occurs if the quarterback rides the fullback and then tries to option. We have stressed stopping the straight belly plays and have relied on this congestion to aid in slowing down the option off the belly. It is only on this crash situation that the backer-up will cover the outside play. For the most part we want him inside and feel that the end and the halfback have the greater outside responsibility.

The basic defenses that we employ are shown in the accompanying diagrams and the first, our 56 right and left, is shown in Diagram 1.

In this defense, as well as in all of our basic defenses, specific considerations are made for defending the belly. Fifty-six right indicates that our middle backer-up will crash over the offensive left guard and our middle

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guard will crash over the offensive left guard. Their action is reversed on the call 56 left. This concealed-six gives us a jump on the offensive guards by eliminating any angle that they might have otherwise arranged. The ends must play it as a six and take their three steps across to stop anything to the outside. They are not to become entangled with the ride of the fullback by the quarterback. The tackle makes his charge to the outside of the offensive tackle and the outside backer-up covers from the guard

to the end. We will call this defense as frequently as we call the straight six and feel that it permits us to meet the play with a little more defensive variety, especially in those situations in which the offense has changed the play on the line of scrimmage.

Another defense that we use which appears to be a five is our 57 in and 57 out. This defense becomes a seven-man line and involves certain stunting maneuvers by the ends and outside backers-up. As shown in Diagram 2, the in or out call indicates the pat-

tern for the outside backer-up. For instance, on 57 out the backer-up will make a definite move to the outside and be responsible for the outside belly pitch to the halfback. The ends will crash and make their charge on the fullback if the ride develops. We feel that the end should have a definite assignment and should either crash or cover to the outside without trying to jockey with the quarterback. We like to have our tackles charge straight through the offensive tackle in this defense. The crash takes some pressure off the tackle and thus he can play it a little tighter. The middle

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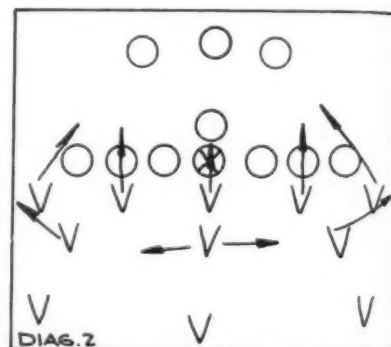
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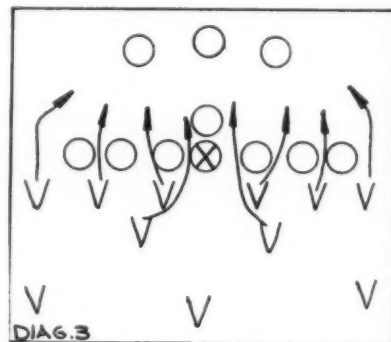
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guard plays the pressure while the middle backer-up usually goes with the flow but is mindful of the possibility of the counter play.

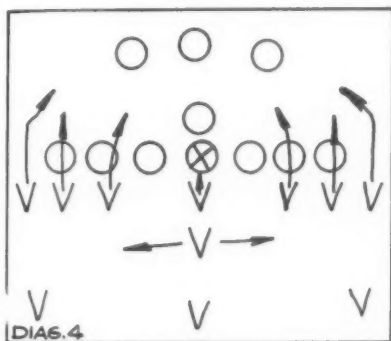
The call 57 in means that our outside backers-up will crash, and the ends will move directly to cover the outside. In both situations we want the players who are crashing to brush the offensive end so that he is slowed momentarily if it is a pass play. The tackle and guard responsibility is the same in either case.



Our concealed eight-man line is shown in Diagram 3 and is called 68 in and 68 out. For the past several seasons this has been one of the most effective defenses we have employed against teams that were concentrating on a ground game. Lining up in a

split-six formation, the backers-up will crash to the inside or to the outside according to the call by our defensive captain. The call 68 in indicates that the backers-up will both slash over the inside shoulders of the offensive guards while the guards will crash into the gaps between the offensive guards and tackles. In the 68 out defense, the backers-up will move to the outside and the defensive guards will crash to the inside.

The tackles must play to the outside of the offensive tackles and the end has the definite assignment of getting across to stop any outside play. While it may appear that this defense is susceptible to the outside belly attack, any advantage given the offense by the concentration of the defense inside is usually offset by the inability of the offensive guards and tackles to get a good block on the four



crashing defenders. Frequently, the result is a fumble or poor offensive timing.

Responsibility for the belly in the 7-diamond defense is shown in Diagram 4. The only difference from the way the defense is ordinarily played is that we point out who should attempt to cover the offensive fullback on the ride. If the ride is to the outside, the fullback becomes the responsibility of the outside backer who has lined up head-on the end. The end must get across and meet the outside play. If the ride is to the inside, the middle guard and the middle backer-up are responsible for the fullback and the tackle covers for the possible give to the halfback. Our halfbacks key on the ends for the pass or run and will try to meet the play on the line of scrimmage if the end is blocking.

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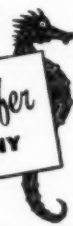
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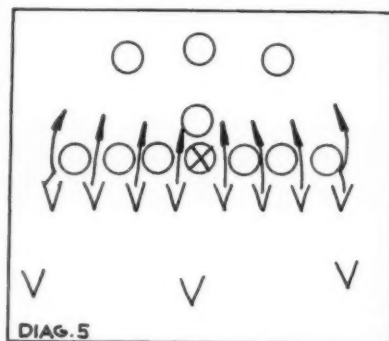
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casual rushing loss. This defense, as shown in Diagram 5, has a true hole-to-hole responsibility just as the belly attack is aimed from hole-to-hole. The guards must be ready for the fullback up the middle, while the backers-up who have moved into the next gap must handle the halfback on the inside belly. Again the tackles take the fullback on the ride to the outside and the ends charge on the offensive ends to slow their starts and then cover to the outside. The secondary moves up close, with the halfbacks moving up on the outside pitch, and the safety man rotating to cover the wide play if it gets outside the halfback.



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To this point the defenses mentioned, with the exception of the gap-8, have involved stunting assignments which are specific in nature. We feel that the stunting maneuvers allow the defense to keep up with the offense from the surprise standpoint. Again, it is a leveler against the change of offensive signals by the quarterback after viewing the aligned defense. However, we run the basic five-man and six-man defenses just as frequently as the stunting defenses. We attempt to play these defenses straight with zone responsibility and reaction to pressure rather than going with the various backfield fakes.

In the past few years we have employed box defenses such as the 5-4, 6-3, and 7-box with success, especially against teams which leaned heavily on a running game as in the split T. But the belly attack has caused us to use these defenses more sparingly because of the greater threat of a pass play. Even when our opponents employ both the belly and split T series, we feel that it is better to go along with the safety man in normal position rather than use him in a halfback or backer-up position.

We feel that the belly attack places the greatest stress upon the defensive

tackle even though the end may be tempted to go for the ride of the fullback by the quarterback. It is even more difficult for the tackle because the ride is aimed in his direction on the outside play and because the two inside plays can cause him additional grief. We spend considerable time with our tackles, trying to condition them to react to pressure while being aware of the fullback pattern at the same time.

The backer-up also has his hands full and may feel inclined to play a little tight in order to meet the many inside belly plays. This may prove fatal on the outside plays because of the blocking angle that the end has on the backer-up. Thus, the backer-up must play it so that he is in a position to move either to the inside or outside without giving the end too much of an angle on him. Responsibility for the outside play lies primarily with the end, and we place this before any responsibility that he may have for the fullback. There must be proper unification in these individual moves if the defense is to provide a hole-to-hole type of protection. There seems to be no definite answer for meeting the belly adequately; however, placing the stress upon individual responsibility in the overall defensive pattern may be a step in the right direction.

Option Play

(Continued from page 8)

monly known as the Oklahoma Defense, is the one used most frequently against the split T offense, we will give the line assignments for this particular defense:

On-Side End. Maintains outside control of the double-team block on the defensive tackle.

On-Side Tackle. Maintains inside control of the double-team block on the defensive tackle.

On-Side Guard. Drive blocks the linebacker over him to the inside.

Center. Blocks the man over him to the off-side.

Off-Side Guard. Drives inside the linebacker over him and then crosses to the on-side halfback.

Off-Side Tackle. Drives inside of the man over him and then crosses to the on-side halfback.

Off-Side End. Drives inside of the man over him and then crosses to the on-side halfback.

These assignments are shown in Series A — Illustrations 1 through 10.



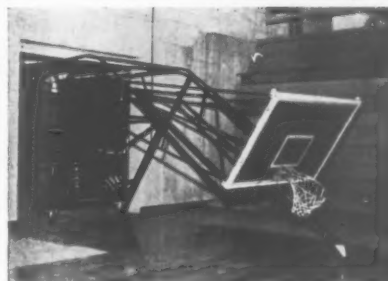
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Simple But Effective Blocking Rules For the T

By LESLIE LEGGETT

Line Coach, Whitman College, Walla Walla, Washington

WHEN young coaches get together, the questions generally asked are: *What rules do you use to help the line with their blocking assignments?* or *How can I get my linemen to remember their assignments for changing defenses?* These are real problems for all coaches because sound systems of blocking rules do not always apply effectively when young players are faced with spirited physical combat and unorthodox and changing defenses. Good blocking depends on mental state as well as on physical prowess. Effective blockers should be thinking of *how* they are going to dominate a particular point in the opposition and not *what* they are going to do.

After experiencing this problem with our players, we attended a number of coaching schools, talked with experienced coaches, and read all of the available literature pertaining to the subject. However, we were unable to find an acceptable answer to the question: *Are blocking rules as simple and effective as they can be made?*

The quick-opening plays from tackle to tackle give the T its greatest strength. Due to the speed of attack, a lineman without an angle on the defensive man can block him effectively until the ball-carrier is past the line of scrimmage. This situation is often referred to as a one-on-one block (one player directly in front of the other). In a simple study, which we conducted over a two-year period, the results of the one-on-one block in quick-openers indicated an effectiveness of over 90 per cent. These results were obtained without the aid of the split line which adds more significance to the effectiveness of the one-on-one block.

Linemen should have no specific assignments. They should know the exact location of the hole and should block in the logical way. This method will give the blocker a greatly improved blocking attitude. Again, it should be stressed that attitude is more important than physical potential in getting the job done. Without

the worry of assignments, the blocker will concentrate on technique. Remember, a good worker is one who has the opportunity to think for himself.

A simple statement that the coach should get across to the linemen is: *If the play is over you, block a man on you away from the play; if there is no man on you, block the nearest linebacker away from the play.* The coach should also set the limits that the lineman should use in determining when a lineman is considered *on him*. For example, the gaps in the split T line-up are large enough so that a defensive player may play a gap and not be on any part of an offensive player's body. In these cases of odd spacing, the offensive player should consider the player in the inside gap as the man *on him*. However, if a defense is playing gaps, they are usually dishonest in that they are giving up a possible strength in their secondary pass defense. All other linemen on the side of the line in which the play is being run do the same thing — block a man on them away from the play.

If the problem of two players lining up on one offensive player is encountered, again in most cases, it is through a dishonest defense. Obviously, the player to block if the play is on the offensive player's side of the line is the player to his inside because this defensive player can get through to the quarterback if no one blocks him. However, common sense should be used, because frequently good defensive men do not, even if they are superior to the linemen who are playing against them, get to the quarterback often, if at all, during a game. Even then the hand-off is seldom affected in any way. The quarterback can even be ignored in cases where defenses are not charging as they often do against the T. Linemen on the opposite side of the line should go inside of the defensive player if one is *on him*, and block the most logical defensive back, the most dangerous back in the mind

of the blocker, never crossing color. Naturally, the linemen who are closer to the center block the shallower backs nearest the hole, while the linemen farthest from the play block the deeper backs in the secondary.

On end runs the rules still apply. On off-tackle plays where hitting the hole is somewhat slower and is still in the congested area, a cross-block can be used if desired. In this case, the guard and the center on the side of the play block the linemen, or if there are no linemen, the back who is nearest the hole. A cross-block opens the hole slower than the one-on-one block, but the hole becomes wider and remains open longer because defensive players are hit from the side. A simple signal can either put the block on or call it off.

These hints will not seem complicated if one play is taken and followed through on any selected defense. However, if this procedure should seem complicated, just forget everything mentioned previously and

AFTER graduating from Maine, Leslie Leggett stayed on for one year as freshman football coach. Then he served for two years at Old Town, Maine, High School and one year at Catholic High School in Holyoke, Massachusetts before traveling west to Washington where in addition to his football duties at Whitman College, he is head baseball coach.

tell the line to fire out and block the nearest defensive player away from the hole. Very few mistakes will be made which can hurt the offense. Bear in mind that it is better football to have the players do something unsound and do it well than to have them do things which are theoretically sound at the expense of good execution. Consider this problem of attitude as it is applied to other sports. For example, how often does the basketball coach tell his boys to *set it up*, or *use your plays*? The tougher the game, the more the players forget. A coach would often be better off in a tough game if the team had fewer plays to think about using or if they had none at all. Even a free lance style of play would give, after a little practice, a more natural and effective scoring punch.

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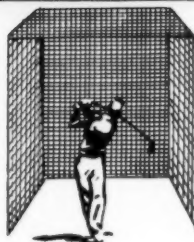
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split T where defensive men are numbered. Even then, linemen are much more effective when they are simply looking forward and not occupying their minds with the count of the defensive players or worrying about the shift that might come before the snap. This way the angles are always as good, and in many cases better.

Even though it is not entirely necessary, coaches often lose sight of one important fact. In thinking football, they must assume that the defense is equal to or as strong as the offense. In a tight game, if the offense does not take advantage of the defensive weakness, the game is often lost. Spend a little time on selected plays for defensive weaknesses.

In the race against time each season, coaches cannot afford to spend much time experimenting. A short period one afternoon is all the time that is needed.

We feel that the system advocated in this article will not only add strength to the T, but will also help to provide more plays per game. Give it a try some afternoon and see how easily it applies to quick-hitting football.

From Here and There

(Continued from page 4)

spread between the first and last teams: 1. Texas (17-12-1-.583); 2. Baylor (15-13-2-.533); 3. TCU and SMU each with (14-14-2-.500); 5. Arkansas (14-15-1-.483); 6. Rice (14-16-0-.467); and 7. Texas A&M (12-16-2-.433) . . . In a survey conducted by the North Central Association among its secondary school members, it was found that the intramural sports program was supported by tax funds in only 39 per cent of the schools and half of the schools did not consider intramural programs to be an integral part of the physical education program, nor did they hold it to be a laboratory to practice the things which are taught in physical education classes . . . When John Kenney's Shawano team won the Wisconsin tournament, it marked the first time in twenty years that a team had repeated, and only the third time in the history of the state tournament that a team was ever champion two years in a row . . . Judging from the season records of the 16 finalists in both divisions of the Iowa basketball tournament, the quality of play is more evenly matched in the larger schools. Specifically, the difference between the offensive and defensive averages of the eight smaller Class B

schools was almost 22 points, while for the larger Class A schools it was 14 points. Incidentally, the smaller schools averaged 3 more games per season than the larger schools . . . During the period 1940-1950, the Illinois High School Coaches' Association employed 23 visiting college coaches to lecture on football and basketball at their clinics. Of that number only seven are still active in coaching—two football coaches, Elmer Burnham and Ernie Godfrey, and five basketball coaches, Adolph Rupp, "Dolph" Stanley, Ray Meyer, Bud Foster, and Ed Hickey.

Volley- ball Drills

By JOHN E. CHIAPPY

*Volleyball Coach,
Edgar Fahs Smith Jr. High School,
York, Pennsylvania*

IN the past very few articles have been written about volleyball drills, especially those which prepare a varsity team for league or tournament play. During the winter months volleyball usually takes a back seat to basketball. This article was written to help prepare a volleyball team for varsity competition and to give the gymnasium instructor some drills which he may use in his school gymnasium classes.

The first job that the volleyball coach has is to eliminate the gym class carry from his prospects. We use a drill which begins with three or more boys standing in a circle. Instead of a volleyball a rubber basketball is used and we have the boys set it up to one another in the group, using their finger tips and not the palms or their whole hands. After they practice 10 or 15 minutes with the basketball, volleyballs are passed out. The purpose of this drill is to see

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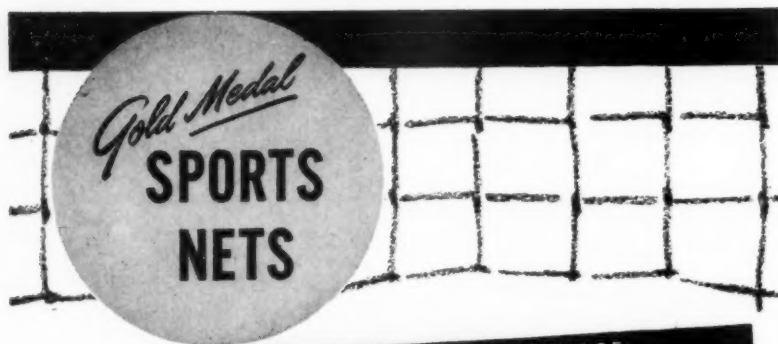
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which group can set the ball up 25
times in a row without carrying it
or missing it. The set-ups must be at
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tice time should be spent on this
phase of the game. The second drill
which we employ brings into use what
is called *the attack* or setting the ball
up for the spiker. For this drill we
have one spiker and two set-up men

JOHN CHIAPPY graduated from
Northeast Missouri State Teach-
ers College in 1950 and holds a
master's degree in physical educa-
tion from Temple University. He
coached volleyball at Spring
Grove, Pennsylvania, High School
for five years before moving to his
present location. While at Spring
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titles and earned a second and
third place in the state play-offs.
In the past two years his teams
have finished first and third in the
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working together. One set-up man is
used to set the ball up for the spiker
and the other set-up man sets the
ball up for the set-up man. We also
use one server and another player
for a retriever. The server serves the
ball to the rear set-up man. In turn
the rear set-up man sets the ball up
for the front row set-up man who in
turn sets the ball for the spiker who
then spikes the ball. The retriever
tries to play the ball back and if he
does the whole process is continued;
if not, the server serves again. Usual-
ly, we keep alternating the set-up men

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362 N.

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and the spikers after every few turns. After the group learns the drill, two groups of players can work at each net. One group spikes from one side and the other spikes from the other side.

The next drill we teach stresses serving. The group is divided into pairs and then we have the boys practice serving to each other. The first year players are instructed to use the underhand serve, while the second and third year players are taught the overhead serve. Thus, we have both types of servers on the team. In this drill there is some competition among players. We see which boys can serve 15 times without any faults.

Another drill of this type is done by marking the opposite court off into six areas, and then giving the different areas numbers. Have the servers take turns serving into the areas and add up their scores either individually or by teams at the end of five or 10 serves.

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Scoring Power With the Winged T, by Forest Evashevski and David M. Nelson. Published by Wm. C. Brown Co., Dubuque, Iowa. Two hundred and forty pages. Price \$5.00. Publication date Aug. 15. Reviewed from galleys Aug. 1.

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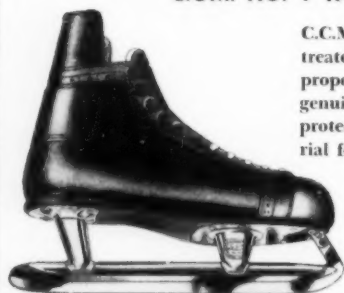
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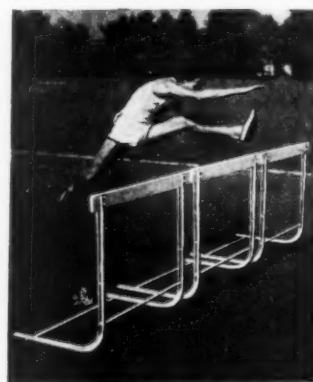
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The meat of any football book is the section devoted to plays and what a man-sized steak the authors have served up. They have diagrammed completely 182 separate plays, and a number of the more basic plays have been illustrated with sequence pictures. We of the *Athletic Journal* felt honored when we were asked to take the pictures used to illustrate this book, and spent an afternoon each in Iowa City, Iowa and Dover, Delaware working



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with the two coaching staffs and their players. In taking the pictures, an elevated platform was used so that we were able to shoot down on to the players and thus show clearly the path and cuts taken by each back and downfield blocker.

In the foreword, Fritz Crisler says: "Davey and Evy are possessed with keen analytical minds. The principles in the offensive and strategy aspects of the game as set forth in this volume are sound. They have made an exhaustive study of all the phases of the game. Always progressive, as a result of the best creative minds among their colleagues, they have contributed knowledge in all phases of the sport." We would simply like to add — here is a work that is truly one of the finest football books of all time.

Practical Track Athletics, by *Donn Kinzle*. Published by *Ronald Press*, 15 E. 26th St., New York 10, N.Y. Two hundred and twelve pages. Price \$4.00. Publication date June 21. Received for review June 27.

Donn Kinzle has described not only the *how*, but also the *why* of good running technique. He uses numerous well-executed drawings to point up his text. The training program, mechanics of running, technique of starting, the sprint events, speed-endurance events, steeplechase, relay events, technique of finishing, and equipment are discussed.

The book is clearly written, well organized, and we recommend it for a place high on the shelf of great track books.

Physical Education, Student and Beginning Teaching, by *Clyde Knapp and Ann Jewett*. Published by *McGraw Hill*, 330 W. 42nd St., New York 36, N.Y. Three hundred and

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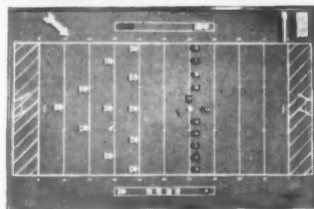
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three pages. Price \$4.75. Publication date July 1. Received for review July 1.

As might be deduced from the title, this book is designed for the new physical education teacher. The emphasis throughout is on the whole job of teaching physical education and the treatment is practical. This book provides help in making the transition from student teacher to the first employed position.

Basketball Coaches Digest. Published by Huntington Laboratories, Huntington, Ind. Sixty-four pages. Price 50 cents — free to coaches. Publication date June 15. Received for review June 1.

Each year, as a service to the game of basketball, Huntington Laboratories compile the best in basketball literature from the various coaching magazines. This year's *Digest* is one of the best. Following the present trends in magazine publishing, greater use is being made of pictures to clarify the various articles. In this regard, we are happy to say that of the sequence pictures selected, three times as many were taken from the *Athletic Journal* compared with all the other coaching magazines combined.

Sport and Dance Films, by Effietec Martin Payne. Published by Educational Film Library, 345 East 46th St., New York 17, N. Y. One hundred and twenty-five pages. Price \$1.25. Publication date March 22. Received for review May 15.

This book is a selected list of films gathered from all sources. An index lists central sources for any title not available from your local film library. In each instance, the author tells the purpose of the film and presents a short description and evaluation.

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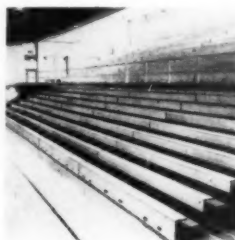
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For further information see Buyers Guide, page 96



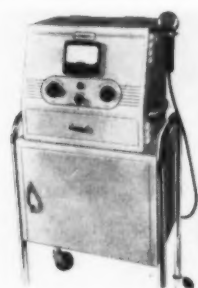
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SHOWN here is one of the installations depicted in the new 16-page catalog of Safway Steel Products. The catalog includes all data necessary for designing, selecting, and purchasing wall-recessed, wall-attached, and portable types of bleachers. Complete dimensions and construction details are included on all "Safway" telescoping gym seats. Data is also provided for school administrators, athletic department personnel, and maintenance personnel. A copy is available from Safway Steel Products, Milwaukee 13, Wisc., or by checking the Service Coupon.



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RECONDITIONERS

Ivory System, Inc., Cover 4,
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☐ Add name to "Observer" list
☐ Information

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